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ABSTRACT

Statistics on higher education, a review of developments during 1985-1986, a list of resources and references, and information on the National Education Association (NEA) are presented. Information is included on: new books on higher education, federal legislation concerning higher education, federal higher education grants, and winners of college athletic games. Fellowship sources for college faculty, accrediting bodies in higher education, and higher education journals and reference aids are covered, along with NEA policy statements and committees on higher education. Statistical profiles covering 1985-1986 and previous years include: enrollments in U.S. colleges and universities by state or other areas; enrollments by level of instruction and type of control; enrollments of minority groups for two-year and four-year institutions; foreign student enrollments and majors; community college enrollments and tuition; popular majors by degree level; trends in scores on the Scholastic Aptitude Test and the American College Testing Program; state and federal higher education appropriations; salaries by academic rank and whether the faculty have unions; and endowments for specific institutions. (SW)

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The 1987 NEA Almanac of Higher Education

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The Academy: A Statistical Profile

Enrollment: California, New York, Texas Still Lead the Nation

Total enrollments in American colleges and universities increased slightly from 12,241,940 in 1984 to 12,247,055 in 1985. The number of full-time male students exceeded the number of full-time women, but the reverse was true for part-time students. Together, women comprise 52.49 percent of the total student body, up from 52.10 percent in 1984. Enrollments in the three most populous states declined between 1984 and 1985: California from 1,665,155 to 1,650,439; New York from 1,007,770 to 1,000,098, and Texas from 795,337 to 769,692.

Total Enrollment in All Institutions of Higher Education, Fall, 1985: By Sex and Attendance Status of Student and by State

		Fall 1985			
		Full-time		Part-time	
State or other areas	Total	Men	Women	Men	Women
United States	12,247,055	3,607,720	3,467,501	2,210,730	2,961,104
Alabama	179,343	60,350	63,229	26,614	29,150
Alaska	27,479	4,396	4,690	7,298	11,095
Arizona	216,854	52,241	43,401	52,498	68,714
Arkansas	77,958	26,250	28,809	8,298	14,601
California	1,650,439	380,823	360,302	403,607	505,707
Colorado	161,314	53,679	48,628	25,225	33,782
Connecticut	159,348	41,203	42,044	31,204	44,897
Delaware	31,883	8,972	11,409	4,974	6,528
District of Columbia	78,868	23,507	23,942	15,063	16,356
Florida	451,392	115,760	109,090	96,963	129,579
Georgia	196,826	66,058	66,645	27,958	36,165
Hawaii	49,937	14,276	14,418	10,070	11,173
Idaho	42,668	14,828	13,604	5,986	8,250
Illinois	678,689	173,433	161,935	141,103	202,218
Indiana	250,567	86,256	77,916	37,728	48,667
Iowa	152,897	60,819	53,073	16,263	22,742
Kansas	141,359	42,776	38,409	23,223	36,951
Kentucky	141,724	45,627	48,801	17,624	29,672
Louisiana	177,176	64,922	63,963	19,384	28,907
Maine	52,201	14,559	14,442	6,187	17,013
Maryland	231,649	53,062	55,891	50,164	72,532
Massachusetts	421,175	127,939	133,636	68,025	91,575
Michigan	507,293	132,780	134,097	105,076	135,340
Minnesota	221,162	72,040	69,522	32,169	47,431
Mississippi	101,180	36,777	39,846	9,683	14,874

State or other areas	Total	Fall 1985			
		Full-time		Part-time	
		Men	Women	Men	Women
Missouri	241,146	75,084	68,182	41,770	56,110
Montana	35,958	13,828	12,484	3,858	5,788
Nebraska	97,769	29,556	27,056	17,071	24,086
Nevada	43,656	6,846	6,310	12,682	17,818
New Hampshire	52,283	17,728	18,050	6,968	9,537
New Jersey	297,658	75,156	75,116	61,523	85,863
New Mexico	68,295	19,461	17,781	12,236	18,817
New York	1,000,098	304,520	323,948	151,892	219,738
North Carolina	327,288	94,271	103,890	54,049	75,078
North Dakota	37,939	16,305	13,484	3,380	4,770
Ohio	514,745	159,022	150,975	99,901	104,847
Oklahoma	169,173	51,590	44,607	30,446	42,530
Oregon	137,967	45,276	39,525	23,225	29,941
Pennsylvania	533,198	185,089	171,718	76,217	100,174
Rhode Island	69,927	21,907	21,882	10,836	15,302
South Carolina	131,902	44,544	48,504	16,082	22,772
South Dakota	32,772	11,777	12,111	3,414	5,470
Tennessee	194,845	63,988	64,559	27,411	38,887
Texas	769,692	222,604	201,498	154,073	191,517
Utah	103,994	38,612	29,588	18,748	17,046
Vermont	31,416	11,043	11,495	3,038	5,840
Virginia	292,416	78,946	85,717	52,554	75,199
Washington	231,553	74,807	71,687	32,842	52,217
West Virginia	76,659	24,679	24,297	9,691	17,992
Wisconsin	275,069	92,451	88,987	40,424	53,207
Wyoming	24,204	7,232	6,446	3,892	6,634
U.S. Services Schools	54,052	48,065	5,862	120	5
Outlying areas	164,890	52,061	77,517	13,901	21,411
American Samoa	758	191	178	185	204
Guam	4,601	1,153	1,119	1,165	1,164
Northern Marianas	318	45	58	82	133
Puerto Rico	155,917	50,063	75,428	11,897	18,529
Trust Territory of the Pacific	724	458	199	27	40
Virgin Islands	2,572	151	535	545	1,341

SOURCE: U.S. Department of Education: Center for Statistics, "Fall Enrollment in Colleges and Universities" surveys. (July 1986)

Higher Education: More Than a Fifth Of Total U.S. Enrollments

According to United States Center for Statistics projections, fall 1986 higher education enrollments will comprise almost 22 percent of all educational enrollments, compared to just over 14 percent in 1970. The number of 1986 college students is expected to drop by less than 100,000 from the 1985 figure. About 78 percent of all college students will enroll in public institutions, a slight increase over fall 1985.

Actual and Projected Enrollment, Fall, 1970 to Fall, 1986: By Level of Instruction and Type of Control (in thousands)

Level of instruction and type of control	Fall 1970	Fall 1980	Fall 1985[1]	Fall 1986[2]
All levels	59,853	58,415	57,333	57,422
Public	52,337	50,444	48,865	49,013
Private	7,516	7,971	8,468	8,409
Elementary and secondary schools[3]	51,272	46,318	45,086	45,258
Public	45,909	40,987	39,386	39,558
Private	5,363	5,331	5,700	5,700
Kindergarten through grade 8[4]	36,629	31,666	31,227	31,555
Public	32,577	27,674	26,927	27,215
Private	4,052	3,992	4,300	4,340
Grades 9 through 12	14,643	14,652	13,859	13,703
Public	13,332	13,313	12,459	12,343
Private	1,311	1,339	1,400	1,360
Higher education	8,581	12,097	12,247	12,164
Public	6,428	9,457	9,479	9,455
Private	2,153	2,640	2,768	2,709

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Center for Statistics, unpublished projections and estimates (August 1986).

[1]Elementary and secondary school data are estimated. Higher education data are actual.

[2]Estimated.

[3]Includes enrollments in local public school systems and in most private schools.

[4]Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment grew from 5.2 million in 1980 to 6.3 million in 1985.

Black Enrollments Decline, Hispanic and Asian Enrollments Increase

In a period of steady enrollments for higher education as a whole, minority groups have had contradictory experiences. Hispanic enrollments increased 12.1 percent between 1980 and 1984, and Asian enrollments gained 33.6 percent. Blacks and American Indians/Alaskan Natives experienced declines (3.3 and 1.2 percent respectively). Minorities experienced a 0.6 percent gain in public institutions and a 0.5 percent gain in private institutions. Taken as a whole, minorities remain underrepresented in the nation's colleges and universities.

Minority Enrollments in Two- and Four-Year Institutions: 1980, 1982, and 1984

	Numbers (in thousands)			Percent			Percent Change
Institutions	1980	1982	1984	1980	1982	1984	1980-84
All	12,087	12,388	12,162	100.0	100.0	100.0	0.6
White, non-Hispanic	9,833	9,997	9,767	81.3	80.7	80.3	−0.6
Total minority	1,949	2,059	2,063	16.1	16.9	17.0	5.8
Black, non-Hispanic	1,107	1,101	1,070	9.1	8.9	8.8	−3.3
Hispanic	472	519	529	3.9	4.2	4.3	12.1
Asian or Pacific Islander	286	351	382	2.4	2.8	3.1	33.6
American Indian/Alaskan Native	84	88	83	0.7	0.7	0.7	−1.2
Nonresident alien	305	331	332	2.5	2.7	2.7	8.9
4-Year	7,565	7,648	7,651	100.0	100.0	100.0	1.1
White, non-Hispanic	6,275	6,306	6,263	82.9	82.5	81.6	−0.2
Total minority	1,050	1,073	1,108	13.9	14.0	14.5	5.5
Black, non-Hispanic	634	612	613	8.4	8.0	8.0	−3.3
Hispanic	217	229	241	2.9	3.0	3.1	11.1
Asian or Pacific Islander	162	193	217	2.1	2.5	2.8	33.9
American Indian/Alaskan Native	37	39	37	0.5	0.5	0.5	0.0
Nonresident alien	241	270	280	3.2	3.5	3.6	16.2
2-Year	4,521	4,740	4,511	100.0	100.0	100.0	−0.2
White, non-Hispanic	3,558	3,692	3,504	78.7	77.9	77.7	−1.5
Total minority	899	987	955	19.9	20.8	21.2	6.2
Black, non-Hispanic	472	489	457	10.4	10.3	10.1	−3.2
Hispanic	255	291	288	5.6	6.1	6.4	13.0
Asian or Pacific Islander	124	158	165	2.7	3.3	3.7	33.1
American Indian/Alaskan Native	47	49	45	1.0	1.0	0.9	−4.2
Nonresident alien	64	61	52	1.4	1.3	1.2	−18.8

NOTE: Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were imputed. For those institutions which reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984.

SOURCE: Office of Minority Concerns, American Council on Education, *Minorities in Higher Education* (Fifth Annual Status Report, 1986), p. 18.

Foreign Students: Many from Asia, Most in Professional Programs

Between 1984-1985 and 1985-1986, the number of foreign students in the United States increased from 342,110 to 343,780, an increase of about 0.5 percent. Eight of the top ten countries of origin are Asian, and the three most popular major fields are professional studies or applied disciplines.

Foreign Students in the United States, 1985-1986
The Ten Most Frequent Countries of Origin

1. Taiwan	23,770	6. Iran	14,210
2. Malaysia	23,020	7. China	13,980
3. Republic of Korea	18,660	8. Nigeria	13,710
4. India	16,070	9. Japan	13,360
5. Canada	15,410	10. Hong Kong	10,710

Foreign Students in the United States, 1985-1986
The Ten Most Popular Majors

Field of Study	Number of Foreign Students	Proportion of Foreign Students	Field of Study	Number of Foreign Students	Proportion of Foreign Students
1. Engineering	74,580	21.7	6. English Language	12,870	3.7
2. Business and Management	64,970	18.9	7. Education	11,680	3.4
3. Computer and Information	27,910	8.1	8. Health Sciences	10,680	3.1
4. Social Sciences	17,220	5.0	9. Liberal and General Studies	10,470	3.0
5. Physical Sciences	15,630	4.6	10. Life Sciences	10,040	2.9

SOURCE: Institute of International Education "Open Doors."

Foreign Students in U.S.: Most in Public Institutions And in Populous States

Nearly two-thirds of all foreign students enrolled in public institutions during 1985-1986. The five states with the largest foreign student populations were coastal states.

Foreign Students in the United States, 1985-1986
The Ten Institutions with the Largest Enrollments

Institution	Enrollment	Proportion of Student Body	Institution	Enrollment	Proportion of Student Body
1. Miami-Dade Comm. Coll.	4,730	11.5	6. Columbia Univ. incl. Barnard and Teachers Coll.	2,679	10.8
2. Univ. of South. Calif.	3,741	12.3	7. Boston Univ.	2,493	11.1
3. Univ. of Texas, Austin	3,132	6.8	8. Univ. of Calif., Los Angeles	2,488	7.2
4. Univ. of Wisconsin, Madison	2,873	6.8	9. Univ. of Minnesota, M-St. P.	2,473	6.3
5. Ohio State Univ.	2,690	5.3	10. Univ. of Houston, Univ. Park	2,434	8.2

Foreign Students in the United States, 1985-1986
The Ten States with the Largest Foreign Student Enrollments

State	Enrollment	State	Enrollment
1. California	47,586	6. Illinois	13,319
2. New York	31,360	7. Ohio	12,357
3. Texas	26,875	8. Michigan	12,094
4. Florida	17,948	9. Pennsylvania	11,496
5. Massachusetts	17,652	10. Dist. of Columbia	9,832

SOURCE: Institute of International Education, "Open Doors."

Community Colleges: Slight Enrollment Decline, But Trend Stable

Between 1984-85 and 1985-86, total community and junior college enrollments declined slightly from 4,759,401 to 4,730,235, a decline of 0.6 percent. Public institutions experienced a 0.5 percent decline in total credit headcount enrollments, while independent colleges experienced a 5.8 percent decline. These latest figures reflect the general enrollment stability that community, technical, and junior colleges have experienced over the past five years. Two-thirds of public institution headcount were part-time students, while seven-tenths of independent college headcount were full-time. Over 40 percent of public college students enrolled in transfer programs, nearly half in occupational or technical programs.

Community College Enrollments: 1984-85 and 1985-86

Control	1984			1985					
	Full-time	Part-time	Total	Full-time	% Change	Part-time	% Change	Total	% Change
Public									
Percent	34.1	65.9	97.0	33.3		66.7		97.2	
Reported	1,543,806	3,006,653	4,618,794	1,431,161		2,839,206		4,597,838	−0.5
Weighted	1,575,009	3,043,785		1,531,080	−2.8	3,066,591	+0.7		
Independent									
Percent	70.4	29.6	3.0	70.0		30.0		2.8	
Reported	100,131	40,476	140,607	83,149		34,260		132,397	−5.8
Weighted	100,131	40,476		92,678	−6.4	39,719	−4.6		
All/Total									
Percent	35.2	64.8		34.3		65.7			
Reported	1,643,937	3,047,129	4,759,401	1,514,310		2,873,466		4,730,235	−0.6
Weighted	1,675,309	3,084,092		1,636,661	−2.3	3,107,764	+0.8		

NOTE: Figures are weighted to account for different response rates for various questions.

SOURCE: AACJC. *Community Technical and Junior Colleges: A Statistical Analysis* (Directory 3, 1986), pp. 17-18, 21.

Community Colleges: Few New Units, Majority Remain Public

Of the nation's community, junior, and technical colleges, 1,068 are public, 75 are nonprofit independent, 71 are church-related independent, and 14 are independent for-profit institutions. Of the total, 604 institutions are not part of a district, 577 are campuses of a multi-campus district or institution, 122 are colleges of a multi-college district or institution, 82 are district offices of a multi-unit institution, five are state administrative units, 24 are university administrative units, and 90 are university or branch campuses offering two-year degrees. A total of 1,124 colleges, district offices, and universities administer these units.

Community College Numbers and Total Headcount Enrollment by Decade

Year	Number of Colleges	Total Enrollment
1915-1916	74	2,363
1925-1926	325	35,630
1935-1936	528	129,016
1945-1946	648	295,475
1955-1956	635	765,551
1965	771	1,292,573
1975	1,230	4,069,279
1985	1,222	4,730,235

SOURCE: AACJC, *Community, Technical and Junior Colleges: A Statistical Analysis* (Directory 3, 1986), pp. 18-19.

Community Colleges: Public Institution Tuition Charges

In fall, 1985, the average public community, technical, and junior college charged $660 tuition. The average independent college charged $3,115. Public colleges required fees averaging $88; independent college fees averaged $234.

Public Community College Tuition Charges by State: Fall, 1985

State	Average Tuition	State	Average Tuition
Alabama	545 (31)	Montana	300 (2)
Alaska	800 (8)	Nebraska	573 (14)
Arizona	295 (8)	Nevada	243 (4)
Arkansas	528 (9)	New Hampshire	1,407 (7)
California	100 (96)	New Jersey	749 (19)
Colorado	639 (18)	New Mexico	247 (15)
Connecticut	508 (16)	New York	947 (45)
Delaware	684 (2)	North Carolina	150 (58)
Florida	550 (20)	North Dakota	903 (4)
Georgia	737 (16)	Ohio	1,266 (55)
Hawaii	253 (7)	Oklahoma	361 (16)
Idaho	350 (2)	Oregon	532 (15)
Illinois	593 (45)	Pennsylvania	936 (17)
Indiana	984 (14)	Rhode Island	740 (1)
Iowa	800 (18)	South Carolina	550 (21)
Kansas	415 (21)	South Dakota	No Publics
Kentucky	552 (14)	Tennessee	552 (14)
Louisiana	558 (4)	Texas	206 (70)
Maine	577 (8)	Utah	617 (5)
Maryland	738 (19)	Vermont	1,631 (2)
Massachusetts	576 (16)	Virginia	691 (26)
Michigan	681 (34)	Washington	646 (28)
Minnesota	1,115 (21)	West Virginia	482 (9)
Mississippi	410 (19)	Wisconsin	687 (40)
Missouri	484 (15)	Wyoming	403 (4)

NOTE: Figures in parentheses are the number of institutions reporting tuition charges.

SOURCE: ACJC, *Community, Technical, and Junior Colleges: A Statistical Analysis* (Directory, 3, 1986), p. 19.

Community Colleges: Predominantly Part-Time, Male Faculty

In both public and private community, technical, and junior colleges, part-time faculty outnumber full-time faculty. In both types of institutions, male faculty outnumber female. This situation prevails in both the full-time and part-time categories; it is more pronounced in public institutions.

Community College Faculty Characteristics: Fall 1985

Control	Male	%	Female	%	Part-time	%	Full-time	%	Total	%	Faculty/ Student Ratio
Public											
Reported	115,567		83,065		124,331		83,930		207,574		
Weighted	128,482	58.2	92,277	41.8	131,131	59.4	89,628	40.6	220,759	94.0	20.8
Independent											
Reported	4,008		3,618		4,056		3,983				
Weighted	4,232	52.6	3,814	47.4	4,063	50.5	3,983	49.5	8,046	3.5	16.5
Total											
Reported	119,575		86,683		128,387		87,913		228,694		
Weighted	132,714	58.0	96,091	42.0	135,194	59.1	93,611	40.9		100.0	20.7

NOTE: Figures are weighted to account for different response rates for various questions.

SOURCE: AACJC, *Community, Technical, and Junior Colleges: A Statistical Analysis* (Directory 3, 1986), p. 20.

Bachelor's Degrees: Business Most Popular Major

The total number of bachelor's degrees continues to rise, from 952,998 in 1981-82 to 974,309 in 1983-84. In 1983-84, business and management proved the most popular major for both men and women, a notable change from the 1950s and 1960s when men overwhelmingly predominated the field.

Bachelor's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1983-84

Field of Study	Total	Men	Women
Agriculture and natural resources	19,317	13,206	6,111
Architecture and environmental design	9,186	5,895	3,291
Area and ethnic studies	2,879	1,184	1,695
Business and management	230,031	129,909	100,122
Communications	38,586	15,774	22,812
Communications technologies	1,579	873	706
Computer and information sciences	32,172	20,246	11,926
Education	92,382	22,215	70,167
Engineering	75,732	65,064	10,668
Engineering and engineering technologies	18,712	17,245	1,467
Foreign languages	9,479	2,540	6,939
Health sciences	64,338	10,079	54,259
Home economics	16,316	1,016	15,300
Law	1,272	533	739
Letters	33,739	11,507	22,232
Liberal/general studies	16,815	6,718	10,097
Library and archival sciences	255	33	222
Life sciences	38,640	20,558	18,082
Mathematics	13,211	7,366	5,845
Military sciences	195	179	16
Multi/interdisciplinary studies	16,734	8,222	8,512
Parks and recreation	4,752	1,765	2,987
Philosophy and religion	6,435	4,299	2,136
Theology	5,914	4,366	1,548
Physical sciences	23,671	17,134	6,537
Psychology	39,872	12,792	27,080
Protective services	12,654	7,804	4,850
Public affairs	14,396	4,592	9,804
Social sciences	93,212	52,102	41,110
Visual and performing arts	39,833	15,103	24,730
TOTALS	974,309	482,319	491,990

SOURCE: U.S. Department of Education, Center for Statistics, "Earned Degrees Conferred" survey. (July 1986)

Master's Degrees: Business and Education Most Popular Fields

The number of master's degrees awarded declined from 295,546 to 284,363 between 1981-82 and 1983-84. In that period, the number of men awarded master's degrees declined from 145,532 to 143,595; the number of women declined from 150,014 to 140,668.

Master's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1983-84

Field of Study	Total	Men	Women
Agriculture and natural resources	4,178	2,989	1,189
Architecture and environmental design	3,223	2,197	1,026
Area and ethnic studies	888	463	425
Business and management	66,653	46,565	20,088
Communications	3,513	1,511	2,002
Communications technologies	143	89	54
Computer and information sciences	6,190	4,379	1,811
Education	77,187	21,581	55,606
Engineering	20,094	17,998	2,096
Engineering and engineering technologies	567	506	61
Foreign languages	1,773	571	1,202
Health sciences	17,443	4,269	13,174
Home economics	2,422	276	2,146
Law	1,802	1,387	415
Letters	5,818	2,058	3,760
Liberal/general studies	1,173	417	756
Library and archival sciences	3,805	766	3,039
Life sciences	5,406	2,996	2,410
Mathematics	2,741	1,791	950
Military sciences	127	126	1
Multi-interdisciplinary studies	3,148	1,865	1,283
Parks and recreation	555	254	301
Philosophy and religion	1,153	741	412
Theology	5,106	3,408	1,698
Physical sciences	5,576	4,268	1,308
Psychology	8,002	2,961	5,041
Protective services	1,219	901	318
Public affairs	15,373	5,869	9,504
Social sciences	10,465	6,496	3,969
Visual and performing arts	8,520	3,897	4,623
TOTALS	284,263	143,595	140,668

SOURCE: U.S. Department of Education, Center for Statistics, "Earned Degrees Conferred" survey. (July 1986)

Doctorates: Education Accounts for Nearly One Quarter of All Awarded

Doctor's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1983-84

Field of Study	Total	Men	Women
Agriculture and natural resources	1,172	1,001	171
Architecture and environmental design	84	62	22
Area and ethnic studies	139	90	49
Business and management	977	775	202
Communications	215	128	87
Communications technologies	4	3	1
Computer and information sciences	251	225	26
Education	7,473	3,703	3,770
Engineering	2,979	2,814	165
Engineering and engineering technologies	2	2	0
Foreign languages	462	208	254
Health sciences	1,163	573	590
Home economics	279	70	209
Law	121	100	21
Letters	1,215	557	658
Liberal/general studies	48	27	21
Library and archival sciences	74	38	36
Life sciences	3,437	2,381	1,056
Mathematics	695	569	126
Military sciences	0	0	0
Multi/interdisciplinary studies	378	240	138
Parks and recreation	27	19	8
Philosophy and religion	442	330	112
Theology	1,202	1,124	78
Physical sciences	3,306	2,815	491
Psychology	2,973	1,517	1,456
Protective services	31	26	5
Public affairs	421	231	190
Social sciences	2,911	2,030	881
Visual and performing arts	728	406	322
TOTALS	33,209	22,064	11,145

SOURCE: U.S. Department of Education, Center for Statistics, "Earned Degrees Conferred" survey. (July 1986)

First Professional Degrees: Women Make Significant Strides

Between 1981-82 and 1983-84, the number of women earning first professional degrees increased from 19,809 to 23,073. At the same time, the number of men earning first professional degrees decreased by almost 1,000. The largest absolute gains for women were in medicine and law. American medical schools graduated almost 500 more female physicians in 1983-84 than in 1981-82, while American law schools awarded over 1,600 additional law degrees to women over the same period.

First Professional Degrees Conferred by Institutions of Higher Education: By Sex of Student and Field of Study: 1981-82, 1982-83, and 1983-84

Field of Study	1981-82			1982-83			1983-84		
	TOTAL	Men	Women	TOTAL	Men	Women	TOTAL	Men	Women
TOTAL, all institutions	72,032	52,223	19,809	73,136	51,310	21,826	74,407	51,334	23,073
Dentistry (D.D.S. or D.M.D.)	5,282	4,467	815	5,585	4,631	954	5,353	4,302	1,051
Medicine (M.D.)	15,814	11,867	3,947	15,484	11,350	4,134	15,813	11,359	4,454
Optometry (O.D.)	1,110	889	221	1,116	869	247	1,086	824	262
Osteopathic medicine (D.O.)	1,047	860	187	1,319	1,063	256	1,515	1,185	330
Pharmacy (D.Phar.)	625	365	260	705	376	329	709	332	377
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)	598	535	63	631	552	79	607	530	77
Veterinary medicine (D.V.M.)	2,038	1,301	737	2,060	1,216	844	2,269	1,309	960
Chiropractic (D.C. or D.C.M.)	2,626	2,157	469	2,889	2,308	581	3,105	2,401	704
Law, general (LL.B. or J.D.)	35,991	23,965	12,026	36,853	23,550	13,303	37,012	23,382	13,630
Theological professions, general (B.D., M.Div., Rabbi)	6,901	5,817	1,084	6,494	5,395	1,099	6,878	5,673	1,205
Other	—	—	—	—	—	—	60	37	23

NOTE: Includes degrees that require at least six years of college work for completion (including at least two years of preprofessional training).

SOURCE: U.S. Department of Education, Center for Statistics. "Earned Degrees Conferred" surveys. (July 1986)

SAT Scores: Latest Results Show No Change

In 1986, the number of students taking the College Board's Scholastic Aptitude Test increased by 2 percent (to 1,000,748), but the average verbal, mathematical, and total scores remained the same as in 1985. SAT scores had demonstrated a decline until 1981. Scores since then have gradually increased. Women constitute 52 percent of SAT takers; their average verbal scores increased by a point between 1985 and 1986, while their mathematics scores declined by a point.

Scholastic Aptitude Test Score Averages for College-Bound Seniors: 1967-1986

	Verbal			Math		
Year	Males	Females	Total	Males	Females	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475

NOTE: 1967-1971 data are estimates.

SOURCE: The College Board, *National Report: College Bound Seniors, 1986*, p. 3.

ACT Scores: A Slight Increase in 1986

The 1986 ACT composite score is 18.8, up 0.2 from 1985. Scores increased in each of the four subject area tests: the English score by 0.4, the social studies and natural sciences scores by 0.2 each, and the mathematics score by 0.1. Scores for both men and women increased in all subject areas, except for the women's math score, which remained unchanged. About one million students took the Assessment in 1985-86. As with the SAT, slightly over half the test-takers are women. Assessment composite scores had declined from the late 1960s through 1982-83, but have steadily increased since then.

National ACT Assessment Results: 1969-70—1985-86 by subject area test

Year	English	Mathematics	Social Studies	Natural Sciences	Total
1969-70[a]	18.5	20.0	19.7	20.8	19.9
1972-73	18.1	19.1	18.3	20.8	19.2
1973-74	17.9	18.3	18.1	20.8	18.9
1974-75	17.7	17.6	17.4	21.1	18.6
1975-76	17.5	17.5	17.0	20.8	18.3
1976-77	17.7	17.4	17.3	20.9	18.4
1977-78	17.9	17.5	17.1	20.9	18.5
1978-79	17.9	17.5	17.2	21.1	18.6
1979-80	17.9	17.4	17.2	21.1	18.5
1980-81	17.8	17.3	17.2	21.0	18.5
1981-82	17.9	17.2	17.3	20.8	18.4
1982-83	17.8	16.9	17.1	20.9	18.3
1983-84	18.1	17.3	17.3	21.0	18.5
1984-85	18.1	17.2	17.4	21.2	18.6
1985-86	18.5	17.3	17.6	21.4	18.8

SOURCE: American College Testing Service, *National Trend Data for Students Who Take the ACT Assessment* (1986), p. 1

[a]Data for 1970-71 and 1971-72 not available.

State Higher Education Appropriations: Over $32.4 Billion to Be Spent

State legislatures appropriated a total of $32.4 billion for 1986-1987. California led the nation with a $4.56 billion appropriation, while Maine recorded the largest percentage gain over the past two years.

Appropriations for Higher Education by State: Dollar Amount and Rank: 1986-87

	1986-87 appropriations[a]		2-year change			10-year change		
	Amount	Rank	not adjusted for inflation	adjusted for inflation	Rank	not adjusted for inflation	adjusted for inflation	Rank
Alabama	$ 556,894,000	20	+11%	+ 5%	33	+122%	+15%	31
Alaska	207,066,000	39	−11%	−16%	50	+219%	+66%	3
Arizona	480,076,000	23	+27%	+21%	4	+160%	+35%	12
Arkansas	273,162,000	33	+10%	+ 4%	35	+138%	+23%	23
California	4,562,651,000	1	+18%	+11%	19	+150%	+29%	16
Colorado	423,132,000	26	+10%	+ 4%	34	+105%	+ 6%	38
Connecticut	368,648,000	29	+22%	+15%	12	+153%	+31%	15
Delaware	96,797,000	47	+14%	+ 8%	27	+123%	+16%	30
Florida	1,277,704,000	5	+24%	+18%	8	+194%	+52%	6
Georgia	714,004,000	14	+17%	+11%	22	+169%	+39%	11
Hawaii	220,845,000	37	+18%	+12%	18	+126%	+17%	29
Idaho	126,030,000	40	+12%	+ 6%	28	+ 82%	− 6%	48
Illinois	1,390,614,000	4	+18%	+11%	20	+100%	+ 3%	41
Indiana	660,532,000	16	+20%	+14%	13	+109%	+ 8%	35
Iowa	404,610,000	27	+ 3%	− 2%	43	+ 92%	0%	44
Kansas	350,735,000	30	+ 4%	− 1%	42	+102%	+ 5%	39
Kentucky	468,955,000	25	+15%	+ 9%	26	+128%	+18%	28
Louisiana	541,722,000	21	− 3%	− 8%	46	+151%	+30%	17
Maine	125,216,000	41	+37%	+30%	1	+194%	+53%	4
Maryland	569,975,000	19	+17%	+11%	21	+133%	+21%	25
Massachusetts	816,379,000	12	+27%	+21%	5	+248%	+81%	1
Michigan	1,228,559,000	6	+22%	+16%	10	+107%	+ 7%	37
Minnesota	747,187,000	13	+15%	+ 9%	25	+130%	+19%	27
Mississippi	327,353,000	32	− 5%	−10%	48	+113%	+10%	34
Missouri	476,420,000	24	+19%	+13%	16	+101%	+ 4%	40
Montana	103,167,000	45	− 4%	− 9%	47	+116%	+12%	33
Nebraska	217,355,000	38	+ 2%	− 3%	45	+ 78%	− 8%	49
Nevada	102,419,000	46	+30%	+23%	3	+142%	+25%	22
New Hampshire	55,961,000	49	+31%	+24%	2	+145%	+27%	21
New Jersey	896,577,000	11	+19%	+13%	15	+227%	+70%	2
New Mexico	233,552,000	36	+ 2%	− 3%	44	+185%	+46%	8
New York	2,720,779,000	2	+15%	+ 9%	23	+117%	+13%	32
North Carolina	1,172,120,000	8	+22%	+16%	11	+187%	+49%	7
North Dakota	124,430,000	42	+11%	+ 5%	32	+155%	+32%	13
Ohio	1,208,210,000	7	+25%	+19%	7	+145%	+27%	20

	1986-87 appropriations[a]		2-year change			10-year change		
	Amount	Rank	not adjusted for inflation	adjusted for inflation	Rank	not adjusted for inflation	adjusted for inflation	Rank
Oklahoma	385,552,000	28	+ 5%	− 1%	41	+153%	+31%	14
Oregon	335,998,000	31	+19%	+13%	14	+ 90%	− 1%	45
Pennsylvania	1,108,982,000	9	+12%	+ 6%	30	+ 68%	−13%	50
Rhode Island	117,149,000	43	+12%	+ 6%	29	+108%	+ 8%	36
South Carolina	530,248,000	22	+15%	+ 9%	24	+147%	+28%	19
South Dakota	73,223,000	48	+19%	+13%	17	+ 86%	− 4%	46
Tennessee	606,083,000	18	+23%	+16%	9	+169%	+40%	10
Texas	2,141,392,000	3	− 9%	−14%	49	+133%	+21%	24
Utah	287,249,000	34	+ 9%	+ 3%	37	+152%	+31%	16
Vermont	46,778,000	50	+12%	+ 6%	31	+132%	+21%	26
Virginia	901,452,000	10	+26%	+20%	6	+185%	+48%	9
Washington	609,937,000	17	+ 9%	+ 3%	38	+ 97%	+ 2%	42
West Virginia	241,087,000	35	+10%	+ 4%	36	+ 93%	0%	43
Wisconsin	666,525,000	15	+ 8%	+ 2%	39	+ 83%	− 5%	47
Wyoming	111,583,000	44	+ 7%	+ 2%	40	+194%	+53%	5
Total U.S.	**$32,377,114,000**		**+14%**	**+ 8%**		**+134%**	**+21%**	

SOURCE: Edward R. Hines, comp., *State Tax Funds for Operating Expenses of Higher Education 1986-1987* (National Association of State Universities and Land-Grant Colleges, 1987).

[a]Amount of appropriations may be changed in some states because of increases or decreases in revenue. Not included are appropriations for capital outlays and money from sources other than state taxes, such as student fees.

Federal Higher Education Appropriations

Most federal higher education programs received increased funding for 1986-87. The Pell Grant appropriation increased from $3.57 billion in fiscal 1986 to $3.90 billion in fiscal 1987.

Appropriations to Higher Education Programs Administered by the U.S. Department of Education: Fiscal Years 1986 and 1987

	Fiscal 1986 budget	Fiscal 1987 budget
Student assistance		
Pell Grants	$3,570,262,000	$3,900,000,000
Supplemental Grants	394,762,000	412,500,000
College Work-Study	567,023,000	592,500,000
State Student Incentive Grants	72,732,000	76,000,000
National Direct Student Loans	208,626,000	215,000,000
Guaranteed Student Loans	3,259,975,000	3,004,000,000
Graduate support	16,031,000	17,650,000
Institutional assistance		
International education	30,671,000	32,050,000
Cooperative education	13,781,000	14,400,000
Veterans Cost of Instruction	2,871,000	3,000,000
Interest subsidies for facilities	22,490,000	23,000,000
Facilities construction grants	9,570,000	0
Facilities loans and insurance	17,891,000	19,205,000
Law School Clinical Experience	1,435,000	1,500,000
Aid to disadvantaged		
Developing institutions	135,136,000	146,208,000
College-aid migrant programs	1,148,000	1,200,000
Minority Institutions Science Improvement	4,785,000	5,000,000
Programs for disadvantaged students	168,786,000	176,370,000
Legal Training for the Disadvantaged	1,435,000	1,500,000
Bilingual education	35,648,000	37,250,000
Library resources	6,699,000	7,000,000
Education for the handicapped		
Postsecondary programs	5,264,000	5,900,000
Research and development	16,060,000	18,000,000
Personnel development	61,154,000	67,730,000
Rehabilitation training	25,838,000	29,550,000
National Institute of Handicapped Research	41,983,000	48,500,000
Education research and statistics	56,999,000	63,578,000
Fund for the Improvement of Postsecondary Education	12,163,000	13,700,000
Office for Civil Rights	42,704,000	43,000,000
Women's educational equity	5,741,000	3,500,000
Science and math education	43,057,000	80,000,000
Vocational education	813,113,000	882,157,000
Adult education	97,579,000	105,981,000

SOURCE: *The Chronicle of Higher Education* (October 29, 1986), p. 30.

Salaries: Unions Continue to Make A Difference

Faculty in public colleges and universities with collective bargaining agreements continue to earn higher salaries than their nonbargaining counterparts. Of the fields surveyed, engineering faculty received the highest average salary, while business school faculty in secretarial and related fields received the lowest average salary. Between 1984-85 and 1985-86, all ranks received increases. Unionized faculty at the full, associate, assistant, and new assistant levels received larger percentage increases than nonbargaining faculty. Data organized by collective bargaining status for private colleges and universities are not available.

Average Faculty Salaries in Public Institutions by Selected Disciplines, Rank, and Institutional Bargaining, Status, 1985-1986

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Agribusiness and Agricultural Production	No Barg.	35,011	29,151	25,093	24,239	19,413	29,245
	Barg.	41,376	30,714	26,978		19,642	35,666
Architecture and Environmental Design	No Barg.	35,217	31,699	25,457	23,360	20,372	30,033
	Barg.	40,932	31,879	27,314	26,715		33,295
Area and Ethnic Studies	No Barg.	39,921	32,219	25,660	22,000	24,000	30,958
	Barg.	41,308	32,593	27,309	20,000		34,685
Life Sciences	No Barg.	36,063	30,180	26,109	23,916	21,669	30,742
	Barg.	39,456	31,376	25,363	23,044	20,198	34,632
Business and Management	No Barg.	41,578	35,011	30,230	30,712	21,754	33,387
	Barg.	42,850	35,405	28,955	31,131	22,502	34,340
Business: Accounting	No. Barg.	42,491	36,131	31,315	33,455	22,851	33,869
	Barg.	44,061	36,347	29,685	31,288	23,287	35,330
Business: Business Administration	No. Barg.	40,640	34,385	29,858	30,732	21,523	32,966
	Barg.	42,923	34,832	29,345	30,063	22,161	34,819
Business: Secretarial and Related Programs	No. Barg.	34,971	28,867	24,102	26,489	19,855	26,887
	Barg.	37,825	31,359	25,885	22,997	19,676	28,643
Business: Business Economics	No. Barg.	39,096	32,931	28,611	29,429	22,698	32,846
	Barg.	42,372	32,952	27,446	26,585	22,120	34,142
Communications	No. Barg.	35,743	29,370	24,388	23,142	20,236	27,414
	Barg.	38,904	31,031	25,033	23,489	20,569	30,521

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Communication Technologies	No. Barg.	33,756	28,813	25,322	23,448	20,660	27,403
	Barg.	40,427	32,249	26,985	32,000	18,427	31,817
Computer and Information Science	No. Barg.	41,462	35,088	30,102	30,839	22,741	32,009
	Barg.	42,821	35,062	28,523	27,675	22,642	33,032
Education	No. Barg.	36,726	30,199	24,887	24,433	19,332	30,835
	Barg.	38,972	31,018	25,381	22,442	18,609	32,987
Education: Teacher Education	No. Barg.	35,231	29,453	24,615	23,833	20,149	30,352
	Barg.	38,971	31,582	25,507	24,194	18,133	33,834
Education: Administration	No. Barg.	38,030	31,096	25,983	23,297	20,589	33,660
	Barg.	40,215	31,780	27,519	25,058	20,196	36,063
Education: Special Education	No. Barg.	36,132	29,321	24,257	24,098	19,675	28,905
	Barg.	38,726	30,906	25,533	24,158	21,444	31,817
Education: Student Counseling and Personnel	No. Barg.	36,857	30,672	24,355	22,250	19,619	32,229
	Barg.	38,821	30,810	24,593	23,987	22,632	34,312
Education: Curriculum and Instruction	No. Barg.	35,695	30,558	25,732	24,311	21,065	30,942
	Barg.	38,962	31,721	26,720	25,055	20,529	33,306
Education: Reading Education	No. Barg.	34,493	27,857	23,768	27,000	19,949	29,085
	Barg.	38,496	29,436	26,350	25,000		33,259
Education: Physical Education	No. Barg.	35,958	29,460	25,494	23,586	21,885	28,074
	Barg.	40,073	31,803	26,462	23,358	20,696	31,106
Education: Vocational and Technical Education	No. Barg.	35,164	29,722	25,952	22,002	21,462	28,727
	Barg.	39,522	31,894	26,311	24,797	21,100	33,120
Engineering	No. Barg.	41,346	34,788	30,003	31,510	22,065	34,795
	Barg.	44,902	35,575	30,895	30,813	22,551	37,546
Fine and Applied Arts: Visual and Performing Arts	No. Barg.	34,712	28,426	23,405	23,064	20,197	27,874
	Barg.	37,557	30,187	24,374	21,994	20,876	30,552
Fine and Applied Arts: Fine Arts	No. Barg.	33,756	27,661	23,203	21,253	19,635	27,862
	Barg.	38,574	30,704	24,806	22,274	20,085	32,640
Fine and Applied Arts: Music	No. Barg.	35,377	28,850	23,989	23,062	20,558	28,443
	Barg.	38,363	30,406	24,995	22,561	20,009	31,753
Fine and Applied Arts: Dramatic Arts	No. Barg.	36,573	28,780	23,250	21,401	19,711	27,784
	Barg.	39,625	30,357	23,625	20,939	19,405	30,868
Foreign Languages	No. Barg.	35,444	28,916	23,367	22,026	19,321	18,299
	Barg.	40,322	31,511	26,056	22,347	19,211	33,537
Health Professions: Nursing	No. Barg.	36,361	30,157	24,618	23,740	21,115	25,324
	Barg.	40,223	31,198	25,542	23,358	21,354	28,157
Health Professions: Audiology and Speech Pathology	No. Barg.	37,019	29,955	24,311	23,272	21,344	29,305
	Barg.	41,940	31,624	25,614	25,284	21,254	32,849

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Home Economics	No. Barg.	36,820	29,766	25,480	23,821	19,779	27,341
	Barg.	39,838	31,375	25,838	21,556	20,403	29,777
Letters	No. Barg.	35,680	28,681	23,502	21,681	17,942	27,951
	Barg.	39,233	30,945	25,358	22,329	19,657	32,470
Letters: Philosophy and Religion	No Barg.	36,445	29,289	23,290	21,164	19,393	30,325
	Barg.	39,827	31,850	24,661	22,152	21,192	34,280
Library Science	No. Barg.	35,903	30,486	23,921	24,053	20,168	26,735
	Barg.	39,642	30,606	24,829	21,715	19,433	28,546
Mathematics	No. Barg.	36,948	30,146	25,539	25,000	19,154	29,170
	Barg.	40,621	32,832	26,901	25,643	19,695	33,373
Physical Sciences	No. Barg.	35,637	30,338	25,065	23,287	20,648	30,420
	Barg.	38,565	29,607	24,128	24,786	21,937	33,122
Physical Sciences: Physics	No. Barg.	37,346	30,303	25,623	24,790	20,351	32,212
	Barg.	41,334	33,289	26,355	24,791	20,071	36,436
Physical Sciences: Chemistry	No. Barg.	36,056	29,734	24,423	24,477	20,043	31,361
	Barg.	40,745	31,927	25,520	24,708	18,370	35,935
Physical Sciences: Geological Sciences	No. Barg.	37,171	30,622	25,278	25,067	20,274	31,612
	Barg.	39,808	31,066	26,443	24,045	23,585	34,947
Psychology	No. Barg.	36,499	29,659	24,303	23,204	19,916	30,892
	Barg.	40,394	32,069	26,198	23,007	22,914	35,062
Social Sciences	No. Barg.	36,032	29,301	24,143	23,286	19,790	29,183
	Barg.	38,575	30,096	23,890	24,314	19,942	30,832
Social Sciences: Anthropology	No. Barg.	37,055	29,691	23,941	21,496	22,239	31,328
	Barg.	40,955	31,284	25,941			35,111
Social Sciences: History	No. Barg.	36,266	29,377	23,907	21,494	19,841	31,836
	Barg.	40,124	32,167	26,087	21,980	23,169	36,294
Social Sciences: Geography	No. Barg.	36,578	29,483	24,622	21,988	20,417	30,325
	Barg.	40,004	30,640	26,097	23,116	23,123	34,375
Social Sciences: Political Science	No. Barg.	35,912	29,800	24,452	22,538	21,065	30,224
	Barg.	39,937	30,926	24,750	21,807	20,485	34,598
Social Sciences: Sociology	No. Barg.	36,232	29,878	24,725	23,179	19,352	29,730
	Barg.	40,172	31,332	25,428	22,840	20,019	33,631
Interdisciplinary Studies	No. Barg.	35,537	29,355	23,314		21,152	27,319
	Barg.	37,655	29,917	26,515	22,125	18,527	31,466
All Disciplines	No. Barg.	36,809	30,432	25,624	25,298	20,621	30,032
	Barg.	40,239	32,034	26,336	24,816	20,933	33,472

SOURCE: American Association of State Colleges and Universities and College and University Personnel Association, *1985-86 National Faculty Survey by Discipline and Rank in State Colleges and Universities.* 13-36.

Endowments: 26 Percent Increase Reported in 1985

The National Association of College and University Business Officers reports a 25.5 percent increase between 1984 and 1985 in the endowments of 284 major colleges and universities. Over a 10-year period, endowments have increased by an annual average of 11.2 percent. The University of Texas System's endowment has now displaced Harvard's as the nation's largest.

Change in Endowment: Fall 1984 to Fall 1985
In Colleges and Universities with the 100 Largest Endowments

1986 rank	Institution	Market value June 30, 1984	Market value June 30, 1985
1.	University of Texas System[1]	$2,273,302,000	$2,927,200,000
2.	Harvard University	2,486,300,000	2,694,800,000
3.	Princeton University	1,287,900,000	1,519,240,000
4.	Yale University	1,060,670,000	1,308,690,000
5.	Stanford University[1]	943,986,000	1,083,890,000
6.	Columbia University	855,221,000	978,640,000
7.	Massachusetts Inst. of Technology	645,575,000	770,167,000
8.	University of California	559,411,000	716,809,000
9.	University of Chicago	517,100,000	640,800,000
10.	Washington University (Mo.)	474,684,000	622,076,000
11.	Rice University	462,156,000	570,678,000
12.	University of Rochester	588,276,000	567,696,000
13.	Northwestern University[1]	449,784,000	552,201,000
14.	Emory University[1]	457,830,000	535,825,000
15.	Cornell University	417,671,000	518,956,000
16.	New York University[1]	384,000,000	450,708,000
17.	University of Pennsylvania	329,436,000	437,064,000
18.	Johns Hopkins University	304,029,000	393,129,000
19.	Rockefeller University	328,621,000	391,284,000
20.	Dartmouth College	318,879,000	386,021,000
21.	Vanderbilt University	261,864,000	318,322,000
22.	University of Notre Dame	254,680,000	306,930,000
23.	California Institute of Technology[2]	233,700,000	284,300,000
24.	University of Southern California	233,829,000	267,602,000
25.	University of Virginia	211,667,000	256,477,000
26.	Duke University	195,676,000	252,071,000
27.	Case Western Reserve University	189,201,000	244,126,000
28.	Southern Methodist University[3]	174,225,000	233,659,000
29.	Smith College	171,108,000	222,378,000
30.	Brown University	175,200,000	222,300,000

1986 rank	Institution	Market value June 30, 1984	Market value June 30, 1985
31.	University of Delaware	176,868,000	212,660,000
32.	Wellesley College	158,223,000	205,000,000
33.	University of Michigan	165,635,000	203,675,000
34.	Williams College	164,133,000	199,996,000
35.	Carnegie Mellon University	162,508,000	193,458,000
36.	Wesleyan University	156,847,000	188,675,000
37.	University of Minnesota	not reported	181,288,000
38.	Baylor University[3]	158,772,000	175,611,000
39.	Grinnell College	126,958,000	175,053,000
40.	Swarthmore College	143,548,000	174,429,000
41.	University of Cincinnati	145,010,000	169,387,000
42.	George Washington University	134,795,000	169,194,000
43.	Loyola University of Chicago	108,074,000	169,009,000
44.	Amherst College	132,309,000	168,134,000
45.	Ohio State University	121,444,000	167,261,000
46.	University of Richmond	127,734,000	162,748,000
47.	University of Pittsburgh	130,445,000	160,463,000
48.	Vassar College	128,048,000	156,100,000
49.	Baylor College of Medicine	106,844,000	153,341,000
50.	Berea College	119,832,000	150,261,000
51.	Wake Forest University	122,805,000	145,633,000
52.	Pomona College	111,771,000	143,551,000
53.	Rensselaer Polytechnic Institute	119,513,000	141,372,000
54.	Tulane University	119,419,000	140,121,000
55.	Georgetown University	95,076,000	139,072,000
56.	Lehigh University	99,955,000	126,138,000
57.	Middlebury College	100,524,000	125,791,000
58.	Lafayette College	88,272,000	113,073,000
59.	University of Nebraska	100,749,000	112,075,000
60.	Thomas Jefferson University	85,269,000	108,738,000
61.	Brandeis University	not reported	107,160,000
62.	Boston University	85,896,000	104,316,000
63.	University of Florida	not reported	104,188,000
64.	Tufts University	58,616,000	97,675,000
65.	Washington State University	not reported	97,158,000
66.	Carleton College	75,056,000	96,988,000
67.	Mount Holyoke College	76,397,000	96,757,000
68.	Kansas U. Endowment Association	73,990,000	95,134,000
69.	Saint Louis University	73,491,000	94,921,000
70.	State University of New York[3]	72,448,000	92,620,000
71.	Rochester Institute of Technology	75,547,000	91,160,000
72.	Bowdoin College	not reported	89,697,000
73.	Syracuse University	72,502,000	89,636,000
74.	Academy of the New Church	65,492,000	89,196,000
75.	University of Miami[3]	64,196,000	80,564,000
76.	Rutgers University	67,496,000	80,515,000
77.	University of North Carolina-Chapel Hill	59,859,000	79,902,000
78.	Earlham College	60,127,000	75,816,000
79.	Mount Sinai School of Medicine	not reported	74,770,000
80.	Trinity College (Conn.)	59,899,000	74,107,000

1986 rank	Institution	Market value June 30, 1984	Market value June 30, 1985
81.	Occidental College	69,474,000	73,262,000
82.	Hamilton College (N.Y.)	60,813,000	73,261,000
83.	University of Washington	58,602,000	72,909,000
84.	University of Wisconsin System	60,070,000	70,937,000
85.	Colgate University[1]	54,277,000	69,786,000
86.	University of Illinois Foundation	49,532,000	68,151,000
87.	Union College (N.Y.)	not reported	68,043,000
88.	Southwestern University	52,008,000	67,314,000
89.	Butler University[3]	61,781,000	64,585,000
90.	Worcester Polytechnic Institute	55,148,000	64,456,000
91.	Colorado College	51,901,000	63,914,000
92.	Whitman College	53,306,000	63,603,000
93.	Radcliffe College	39,923,000	62,516,000
94.	Bucknell University	52,194,000	62,214,000
95.	University of the South	48,884,000	60,654,000
96.	Hampton University	40,129,000	58,785,000
97.	Pepperdine University[4]	53,749,000	55,965,000
98.	Santa Clara University	45,326,000	55,873,000
99.	Claremont McKenna College	44,887,000	55,241,000
100.	Haverford College	not reported	54,927,000

SOURCE: National Association of College and University Business Officers

NOTE: Table includes the top 100 institutions participating in the comparative-performance study by the National Association of College and University Business Offices.

[1]As of August 31, 1985.
[2]As of September 30, 1985.
[3]As of May 31, 1985.
[4]As of July 31, 1985.

A General Review of 1985-1986

Higher Education Books: A Selected Bibliography

This bibliography includes recent titles of particular note. Following the main entries is a list of recent research reports published by the Educational Resources Information Center (ERIC) and the Association for the Study of Higher Education.

Books

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John L. Davies and Geoffrey Lockwood, *Universities: The Management Challenge* (Taylor and Francis, 1986).

Philip R. Day, *In Search of Community College Partnerships* (American Association of Community and Junior Colleges, 1985).

Thomas Diener, *Growth of an American Invention: A Documentary History of the Junior and Community College Movement* (Greenwood Press, 1985).

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Roger L. Geiger, ed., *Private Sectors in Higher Education: Structures, Function, and Change in Eight Countries* (University of Michigan Press, 1986).

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Tom Goodale, ed., *Alcohol and the College Student* (*New Directions for Student Services*, no. 35, Jossey-Bass, 1986).

Helen L. Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth-Century Beginnings to the 1930s* (Knopf, 1984).

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L.R. Jones, *University Budgeting for Critical Mass and Competition* (Praeger, 1984).

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Bruce A. Kimball, *Orators and Philosophers: A History of the Idea of Liberal Education* (Teachers College Press, 1985).

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Pradeep Mehendiratta, *University Administration in India and the U.S.A.* (South Asia Books, 1985).

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1984

1984-1. K. Patricia Cross and Anne-Marie McCartan, *Adult Learning: State Policies and Institutional Practices.*

1984-2. Neal A. Whitman, David C. Spendlove and Claire H. Clark, *Student Stress: Effects and Solutions.*

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1984-4. J. Ralph Lindgren, Patti T. Ota, Perry A. Zirkel and Nan Van Gieson, *Sex Discrimination in Higher Education: The Lessons of the Past Decade.*

1984-5. Steven G. Olswang and Barbara A. Lee, *Faculty Freedoms and Institutional Accountability: The Lessons of the Past Decade.*

1984-6. Lynn G. Johnson, *The High-Technology Connection: Academic/Industrial Cooperation for Economic Growth.*

1984-7. Suzanne W. Morse, *Employee Educational Programs: Implications for Industry and Higher Education.*

1984-8. Barbara B. Moran, *Academic Libraries: The Changing Knowledge Centers of Colleges and Universities.*

1984-9. James L. Morison, William L. Renfro and Wayne I. Boucher, *Futures Research and the Strategic Planning Process: Implications for Higher Education.*

1984-10. Harold E. Yuker, *Faculty Workload: Research, Theory, and Interpretation.*

1985

1985-1. Kenneth Mortimer, Andrew Masland and Marque Bagshaw, *Flexibility in Academic Staffing: Effective Policies and Practices.*

1985-2. Harland Bloland, *Associations in Action: The Washington, D.C. Higher Education Community.*

1985-3. Carol Boyer and Darrell Lewis, *And on the Seventh Day: Faculty Consulting and Supplemental Income.*

1985-4. John Creswell, *Faculty Research Performance: Lessons from the Sciences and Social Sciences.*

1985-5. Clifton Conrad and Richard Wilson, *Academic Program Reviews: Institutional Approaches, Expectations, and Controversies.*

1985-6. Richard Richardson, Jr., and Louis Bender, *Students in Urban Settings: Achieving the Baccalaureate Degree.*

1985-7. Peter Garland, *Serving More Than Students: A Critical Need for College Student Personnel Services.*

1985-8. Carol Floyd, *Faculty Participation in Decision-Making: Necessity or Luxury?*

1986

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1986-2. Janet Johnson and Laurence Marcus, *Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside.*

1985-3. Joan Stark, Malcolm Lowther, and Bonnie Hagerty, *Responsive Professional Education: Balancing Outcomes and Opportunities.*

A Higher Education Chronology, 1985-1986

1985

January: The United States Supreme Court allows the State of New Jersey to regulate activities of Shelton College, a fundamentalist institution sponsored by the Rev. Carl McIntire's Bible Presbyterian Church.... The 99th Congress organizes, with the confirmation of William J. Bennett as Secretary of Education a priority item. Bennett replaces Terrell Bell, who resigned shortly after President Reagan won reelection for a second term in November 1984.... At his confirmation hearing, Bennett suggests the necessity of stricter eligibility requirements for federal loans and other aid.... Bennett is subsequently confirmed.

February: As part of President Reagan's proposed federal budget, student aid for higher education programs would suffer a $2.3 billion reduction. The bulk of the savings would result from reduced eligibility of middle-income students for federally subsidized loans.... Secretary Bennett supports the proposed reductions, and charges that many American students are being "ripped off" by their colleges.... In mid month, Senate Republicans reject President Reagan's proposals.

March: The Senate Budget Committee decides to include most programs earmarked by President Reagan for reductions or elimination. President Reagan acknowledges the possibility of "difficult adjustments" for some students....

April: In a compromise, Senate Republicans and the President endorse student aid cuts, but at a lower level than orginally proposed by the White House.... High level of student participation in "National Anti-Apartheid Protest Day."

May: Tentative agreement is reached between Maryland and the federal government on the further desegregation of its public colleges and universities.

June: American Association of University Professors censures

four institutions: Temple University, Pennsylvania; Westminster College, Utah; Southwestern Adventist College, Texas; and Oklahoma College of Osteopathic Medicine and Surgery, Oklahoma. The University of Texas Health Sciences Center and Harris-Stowe State College are removed from the censure list.... The National Collegiate Athletic Association meets in a special session on athletic recruitment violations.

July: Delegates to the annual NEA Representative Assembly launch major new initiative called Operation Rescue to fight the illiteracy and dropout problems.... The Department of Education reorganizes its educational research and statistics services. The National Institute of Education and the National Center for Educational Statistics are abolished as of October 1, 1985. The Higher Education Reauthorization Act, passed in September 1986, contains a provision for educational research and statistics in conformance with the Department's reorganization.

August: The Education Department announces it will request the Internal Revenue Service to withhold refunds for those defaulting on student loans, unless repayments begin. In April 1986, the I.R.S. begins to withhold such refunds.... Virginia asks for end of federal monitoring of its college and university desegregation efforts.

September: The Education Department suspends a rule requiring colleges to verify the draft registration of male students.

October: The Census Bureau finds that Americans are the "most educated" in the world. Some 22 percent of all Americans have a college degree, up from 6 percent in 1940.

November: The Justice Department proposes that Alabama pay two predominantly Black colleges $100 million to settle a federal desegregation suit. In December, a federal district judge rules that Alabama maintains a segregated higher education system.

December: The House of Representatives approves the Higher Education Act reauthorization. The bill goes to the Senate, where it is considered in June 1986.... The Department of Education makes 10 awards for centers of educational research at American universities.

1986

January: In a report, the White House Science Council Panel on the Health of U.S. Universities and Colleges, chaired by David Packard, chairman of the board of the Hewlett-Packard

Company, calls for increased federal support of universities, especially in basic research.

February: Citing the Gramm-Rudman-Hollings deficit reduction act, President Reagan proposes a $2 billion reduction in higher education aid in his 1987 budget. It is estimated that 1.36 million students would lose all federal aid by the 1987 academic year.... NEA President Mary Hatwood Futrell, in testimony before a House of Representatives panel, stresses the importance of federal aid programs to higher education. Futrell's remarks reinforce testimony delivered to congressional committees over the previous year by NEA members in Michigan, Maine, Vermont, and Colorado.... The National Collegiate Athletic Association announces a new rule requiring athletes to attain a minimum combined score of 700 on the Scholastic Aptitude Test and a 2.0 average on a high school core curriculum of 11 academic courses to assure athletic eligibility. In fall 1986, several newspapers estimate that about 400 NCAA Division I football and basketball players did not meet the new standards.... Jan Kemp, a former remedial-English instructor at the University of Georgia, who charged she was fired after complaining about preferential treatment accorded athletes in her program, is awarded $2.5 million in law suit....

March: The Vatican solicits educators' comments on new proposals to increase central control of faculty personnel policies and curriculum in Catholic colleges and universities worldwide... The National Endowment for the Humanities announces that those delinquent in student loan repayments will be ineligible for its grants.

April: National Divestment Day again draws thousands of protestors of South Africa's racial policies. The object is to induce colleges and universities with stocks in companies doing business in South Africa to divest their holdings.

May: NEA Secretary-Treasurer Roxanne Bradshaw appears before the National Governors' Association Task Force on College Quality. She tells the landmark Task Force that active faculty involvement is the key to meaningful improvements in undergraduate education.... A Presidential advisory board suggests that financially pressed, private, predominantly Black colleges should strengthen acceptance criteria and recruit more white students. It urges greater reliance on the private sector.

June: Senate votes 93-1 for reauthorization of the Higher Education Act. The bill goes to a conference committee for reconcilia-

tion with the version passed by the House of Representatives in December 1985.... A.A.U.P. censures Clark College, Georgia, and Talladega College, Alabama. It removes Laredo Junior College, Texas, Troy State University, Alabama, and Voorhees College, South Carolina.... After the death of University of Maryland basketball star Len Bias by cocaine overdose, Chancellor John B. Slaughter calls for reform in college athletics. William J. Bennett urges colleges and universities to strengthen drug policies. In October, University of Maryland basketball coach Charles (Lefty) Driesell resigns under pressure.

July: NEA Representative Assembly Convention backs steps that could lead to the formation of a national professional standards board for the teaching profession. Carnegie Foundation later names NEA President Futrell and other NEA members to serve on a national standards board planning group.

August: The United States and the Soviet Union sign 13 cultural and educational exchange agreements.

September: A compromise Higher Education bill passes both House and Senate, and is sent to President Reagan for signature.... Harvard University celebrates 350th Anniversary. England's Prince Charles, the featured speaker, urges a refocus on "basic Judeo-Christian ethics" instead of the current emphasis on technology. Harvard President Derek C. Bok had invited President Reagan to speak, thus creating a controversy over the possibility that he would be awarded an honorary degree. Reagan declines the invitation, and Education Secretary William J. Bennett, a Harvard alumnus, represents the Administration.

October: President Reagan signs the Higher Education Act reauthorization October 17.

The Higher Education Amendments of 1986

In 1965, Congress passed the Higher Education Act of 1965 (P.L. 89-329). Amended in 1972, 1976, and 1980, the Act provided statutory authority for over 40 postsecondary education programs.

As amended in 1980, the Act covered a wide range of higher education concerns, including: continuing education, college and research libraries, institutional aid, student financial assistance, teacher training, international education, facilities construction and renovation, cooperative education, graduate education, postsecondary education improvement, and urban universities.

Most appropriations have gone to the Act's student aid section, which covers the Pell Grant Program, the Supplemental Educational Opportunity Grant, the College Work Study program, the National Direct Student Loan program, the State Student Incentive Grant program, and the Guaranteed Student Loan program. In 1985-1986, these programs provide some form of aid to between one-third and one-half of all undergraduate students.

Most major provisions of the Higher Education Act would have expired in FY1985, but they were temporarily extended under the General Education Provisions Act. In December 1985, the House of Representatives passed a five-year reauthorization of the Act (H.R. 3700). The Senate passed its own version in June 1986 (S. 1965). The bill then went to a conference committee, and a compromise bill was reported back and passed by both houses in September 1986. President Reagan signed the bill in October 1986.

This analysis of the Higher Education Amendments of 1986 was prepared by Charles B. Saunders of the American Council on Education.

Highlights of Higher Education Amendments of 1986

Following is a summary of changes of particular interest to colleges and universities in the bill Congress recently passed to reauthorize the Higher Education Act. Authorizations are for fiscal year 1987 only; there are no ceilings for the second, third, fourth, and fifth years of the programs, but the bill imposes an overall cap of $10.2 billion in fiscal 1987 to rise annually with inflation.

Student Aid Programs

● **Pell Grants.** The maximum award, now $2,100, is authorized to increase to $2,300 in fiscal year 1987 (for academic year 1987-88) and rise by $200 annually thereafter to $3,100 in fiscal 1991. The percentage-of-cost limitation remains at 60 percent.

The living allowance for room, board, books, supplies, transportation, and miscellaneous expenses will be changed effective July 1, 1988. (The current allowance is $1,500 for students living with parents and $2,000 for students living off campus; those living on campus have their room and board covered, plus $400.) The new allowance will be set annually at the amount of the Pell maximum for students living on and off campus; the allowance for students living with their parents will be $600 less than the maximum. An additional allowance will be provided for handicapped students and child care.

Eligibility would be extended in fiscal 1989 to less-than-half-time students whose families make no contributions to their expenses, if sufficient funding is provided to assure that students currently in the program will not have their awards reduced. Less-than-half-time students with expected family contributions of up to $200 would become eligible in fiscal year 1991.

Students are eligible for Pell Grants for five full academic years for programs of up to four years and for six full years for programs of more than four years (excluding remedial courses); but institutions may waive these provisions in special circumstances. Grants may be used for noncredit and remedial courses if an institution decides they are necessary.

Institutions are given authority to adjust awards for students when a change of circumstances affects the amount of the award.

Institutions must be paid at least 85 percent of their allotment in advance of the academic year.

Triggers are repealed that required specific funding levels for campus-based programs as a condition for Pell Grant funding.

● **Need Analysis.** A complete family contribution schedule is written into law for the Pell program, along with a statutory

federal standard for computing the expected family contribution for campus-based programs and Guaranteed Student Loans (GSLs). These standards are based on the current "uniform methodology." The new system will take effect in fiscal 1988 (academic year 1988-89). However, a new definition of "independent student" will take effect on Jan. 1, 1987, for GSL recipients and on July 1, 1987, for recipients of aid from other programs.

Independent students will be defined as any student who is 24 years or older, or who is an orphan or ward of the court, married (who declares that he or she will not be claimed as a dependent for income tax purposes for the first calendar year of the award year), not married but with legal dependents, a veteran, a graduate or professional student (who declares that he or she will not be claimed as a dependent for income tax purposes for the first calendar year of the award year), or with documented financial self-sufficiency for the two previous years (annual income of at least $4,000, and not claimed as a dependent for tax purposes for two years prior to the award year), or demonstrating other unusual circumstances to the financial aid administrator.

An 11-member advisory committee will make annual recommendations to Congress and the Secretary of Education for modifying the needs analysis system. Three members will be appointed by the Speaker of the House, three by the President of the Senate, and five by the Education Secretary. The Secretary may recommend changes annually, but any change must be approved by joint resolution of Congress; otherwise the system will be updated automatically to allow for inflation.

- **Supplemental Educational Opportunity Grants (SEOGs) ($490 million).** The maximum grant will increase from $2,000 to $4,000, and the minimum grant will decline from $200 to $100. Receiving priority will be students with exceptional need—that is, students with the lowest expected family contributions and Pell recipients. Less-than-full-time students must receive a reasonable share of funds if they are counted in determining an institution's allocation.

The state allocation formula is repealed. Institutions will be held harmless at fiscal 1985 levels; if additional funds are appropriated, 25 percent will go to all institutions and 75 percent will be allocated based on need.

Federal funds must be matched by institutional funds: in academic year 1989-90, institutions must provide 5 percent of federal funds, in 1990-91 10 percent, and 15 percent thereafter.

- **College Work-Study ($656 million).** The state allocation formula is repealed. Institutions will be held harmless at fiscal

1985 levels; if additional funds are appropriated, 25 percent will go to all institutions and 75 percent will be allocated according to need. Less-than-full-time students must receive a reasonable share of funds if they are counted in determining an institution's allocation.

The institution's matching requirement will increase from 20 percent to 25 percent for academic year 1989-90 and to 30 percent thereafter.

Institutions may use up to 25 percent of College Work-Study funds to pay students working at private-sector, profit making companies (with an increase in the institution's matching funds) if the work is academically relevant.

Propriety schools are made eligible for funds used for on-campus jobs that are related as much as possible to students' educational goals and that do not involve recruitment or enrollment of potential students.

If additional funds are appropriated, 25 percent will be reallocated for campus community service programs; the remainder will be reallocated according to institutional need.

Institutions may use up to 10 percent of College Work-Study funds (or $20,000, whichever is less) to establish a Community Services Job Location and Development program. The maximum for existing job location programs will rise from $25,000 to $30,000.

- **National Direct Student Loans ($268 million).** This program is renamed "Perkins Loans," with a priority established for the neediest students.

The state allocation formula is repealed. Institutions will be held harmless at fiscal 1985 levels; if additional funds are appropriated, 25 percent will go to all institutions and 75 percent will be allocated according to need. Less-than-full-time students must receive a reasonable share of funds if they are counted in determining an institution's allocation.

Loan limits will rise from $3,000 to $4,500 for the first two years of undergraduate study and from $6,000 to $9,000 for the second two years; the cumulative limit will rise from $12,000 to $18,000. The grace period before repayment is extended from six to nine months. Loans for Peace Corps or Vista service will be canceled, and new loan deferments will be available for service in the National Oceanographic and Atmospheric Administration (NOAA) Corps and for parental leave.

The law establishes statutory default limits for institutions. Under current regulations, those with default rates above 10 percent are penalized by reducing their allotted funds, and those

with default rates above 25 percent receive no funds. Beginning in fiscal 1987, institutions with default rates between 7.5 percent and 20 percent will be penalized and those with higher default rates will receive no funds; in fiscal 1991 the default ceiling will be reduced from 20 percent to 15 percent.

A new Income Contingent Direct Loan Demonstration program is authorized for $5 million. The Education Secretary may conduct a pilot project with no more than 10 institutions to assess the feasibility of a direct loan program that uses the income-contingent repayment method. The Secretary must submit an interim report to Congress by Oct. 1, 1991, and a final report by Oct. 1, 1995.

- **State Student Incentive Grants ($85 million).** The maximum grant will increase from $2,000 to $2,500. Less-than-full-time students must receive a reasonable share of funds if they are counted in determining an institution's allocation.

Twenty percent of funds in this program may be used for need-based state work-study programs or for campus-based community service work.

Only students eligible for the state's grant or work-study programs may be counted for purposes of state allocations. The nonfederal share of funds must be supplied by direct state appropriations by July 1, 1987.

- **Guaranteed Student Loans (GSLs).** For periods of enrollment after Jan. 1, 1987, loan limits are raised from $2,500 to $2,625 for freshmen and sophomores and to $4,000 for juniors and seniors. The cumulative loan limit is raised from $12,500 to $17,250 for undergraduates and from $5,000 to $7,500 for graduate students. The limit for combined undergraduate and graduate school borrowing is increased from $25,000 to $54,750.

Interest on new loans (effective July 1, 1988) will remain at 8 percent for the first four years of repayment, rising to 10 percent in the fifth year. When students take out a loan, they will be charged an insurance premium of not more than 3 percent of the principal.

All GSL applicants must demonstrate need and may borrow what they need, plus an origination fee, up to the loan limits.

Institutions must inform all GSL borrowers of the availability of state grants and must provide exit counseling for student borrowers.

Loan deferments will now be allowed for single parents with disabled dependents, borrowers on parental leave, elementary and secondary teachers in fields or regions where teacher shortages exist, members of the NOAA Corps, mothers entering the

work force with preschool children and earning less than $1 more than the minimum wage, and half-time students with loans for their current period of enrollment. The deferment for unemployed borrowers is extended from one to two years.

The special allowance for GSL lenders is reduced from 3.5 percent to 3.25 percent.

Borrowers may consolidate their loans if they have $5,000 or more outstanding in guaranteed loans, Perkins loans, health professions student loans, and PLUS/ALAS loans. The monthly interest on consolidated loans is 9 percent or the weighted average rate of the consolidated loans, whichever is greater. Those with large debts will have up to 25 years to repay them.

PLUS/ALAS loans will be offered through two separate programs called "Supplemental Loans for Students" (for graduate and professional students and independent undergraduates) and "Loans for Parents." Loans limits will be raised to $4,000; current loan limits are $2,500 for independent undergraduates and $3,000 for graduate and professional students and parents. The cumulative loan limit will be raised to $20,000, up from $12,500 for independent undergraduates and $15,000 for graduate and professional students and parents.

Parent and student borrowers may request that principal and interest be deferred and interest capitalized while a student is in school. Beginning July 1, 1987, the interest rate for new and refinanced PLUS/ALAS loans will be set annually at the Treasury-bill rate plus 3.75 percent, with a 12 percent cap. The variable rate will increase or reduce the number of payments rather than change the amounts of monthly payments. PLUS/ALAS borrowers will be eligible to refinance for a one-time fee of $100; lenders who do not refinance loans must notify borrowers of other lenders who offer this service.

A computerized National Student Loan Data Bank will be established in the Education Department to collect information on all borrowers under the GSL and Perkins programs, the amounts of their loans, and their guaranty agency or other lending institution.

● **General Provisions (Title IV).** To be eligible for financial aid, students must maintain a C average by the end of their second academic year, or standing consistent with an institution's requirements for graduation. The Education Secretary is directed to conduct a study of the impact of this amendment on student grades.

Aid applicants without a high school diploma must be tested or counseled on their ability to benefit from postsecondary

education and enroll in a remedial program if necessary.

Title IV program participation agreements will require institutions to certify that they have a viable institutionwide drug abuse prevention program, as determined by the institution.

The Education Department may not require validation of more than 30 percent of Title IV program applications in any award year.

The Secretary is required to develop a "federal student assistance report" that institutions must complete to inform all aid recipients annually of the amount of assistance they receive under each federal program.

A National Commission on Family Responsibilities for Financing Postsecondary Education will be established as an independent agency in the Executive Branch. Three members are to be appointed by the President, three by the Speaker of the House, and three by the majority leader of the Senate. The commission will identify the extent of consensus on the appropriate role of families, students, institutions, and various levels of government in meeting postsecondary costs and recommend changes in the law to achieve the desired policy, including incentives for saving to meet college costs. The commission also will examine the needs analysis system and the extent to which it takes into account the needs of nontraditional students and different regional economic conditions, as well as study the feasibility of a simplified system for low-income families.

The Education Department is directed to conduct a survey of student aid recipients at least once every three years.

● **Other Title IV Provisions.** Federal merit scholarships are extended, authorizing $8 million in grants to states for awards to high school graduates of outstanding academic achievement.

TRIO programs are extended, with a $205 million authorization. A new postbaccalaureate program is authorized to encourage minority students to pursue graduate education. No funds may be allocated to this program unless current TRIO programs are funded at least at $168.8 million; funding may not exceed $1 million in fiscal 1988, $2 million in fiscal 1989, and $3 million thereafter. The 25 percent matching requirement for Educational Opportunity Centers is repealed.

The Veterans Cost-of-Instruction Program is extended, authorized at $5 million. The name is changed to "Veterans Education Outreach Program"; awards of at least $1,000 are authorized to institutions that enroll at least 100 eligible veterans.

A new Special Child Care Services program is established, authorizing $10 million for grants to institutions to provide child

care services for low-income college students.

Categorical Programs

- **Title I: Postsecondary Programs for Nontraditional Students ($10 million).** Revisions in Part A authorize $10 million for grants to institutions for continuing education programs for working adults. Part B authorizes grants for national programs of research and evaluation. The Advisory Commission on Adult and Continuing Education is reauthorized as an amendment to the Department of Education Organization Act. The Secretary is directed to study the progress of adult and postsecondary continuing education.

- **Title II: Academic Libraries and Information Technology Enhancement ($30 million).** Part A grants for college library resources ($10 million) will be awarded only on the basis of need. To be eligible, institutions' spending for library materials per student—and the number of books per student—must be less than the average for institutions of comparable size and program. The National Commission on Libraries and Information Sciences is directed to study the effectiveness of the new criteria.

Part B training grants and Part C research libraries grants are reauthorized at $5 million and $10 million, respectively.

Part D ($5 million) repeals the authority for a National Periodicals Center and creates a new authority for College Library Technology and Cooperation grants. Competitive three-year awards of at least $15,000 may be awarded for installing techological equipment needed for sharing library resources; establishing or strengthening joint-use library facilities; improving services to institutions of higher education; or meeting special national or regional needs for using technology to enhance library or information sciences. Institutions must match at least one-third of such a grant.

- **Title III: Institutional Aid ($245 million).** Current Parts A and B are combined into a new Part A (authorized at $120 million) called "Strengthening Institutions." Institutions are elgible for grants if at least half of their students receive need-based aid under Title IV or if a substantial number receive Pell Grants. Grants will be awarded for three, four, or five years; institutions receiving four- or five-year grants cannot reapply until a similar period has passed. Of funds appropriated above the fiscal 1986 level, 25 percent is earmarked for institutions with the highest percentage of minority students (excluding institutions receiving grants under Part B). Of the total appropriation, $51.4 million is earmarked for community colleges.

Part B ($100 million) authorizes a new program, "Strengthening Historically Black Colleges and Universities." Allotments to institutions will be based on their number of Pell recipients, and up to 50 percent of the funds may be used for maintenance and construction. Another $5 million is authorized for professional or graduate institutions.

Part C challenge grants for endowments are extended (authorized at $20 million).

● **Title V: Educator Recruitment, Retention, and Development ($60 million).** Part A ($3.5 million) authorizes a new Midcareer Teacher Training Program for nontraditional students. Grants would be awarded to colleges to recruit teachers from fields other than education.

Part B ($15 million) authorizes a program of partnerships between schools and colleges and universities in low-income areas to address the needs of at-risk students.

Part C, Subpart 1—Professional Development Resource Centers—authorizes grants ($3.5 million) to local education agencies or institutions of higher education for developing programs to upgrade the skills of elementary and secondary school administrators.

Subpart 2 ($10 million) transfers to Title V authority for the Leadership in Educational Administration Development program.

Part D changes the name of the Carl D. Perkins Scholarship Program to the Congressional Teacher Scholarship Program, for high school graduates interested in pursuing elementary and secondary teaching careers. Part D also renames the National Talented Teacher Fellows Program the Christa McAuliffe National Talented Teacher Fellowship Program.

Part E ($1 million) mandates the creation of a Task Force on Teacher Education in every state to assess needs for recruiting, retraining, and improving the performance of elementary and secondary teachers and administrators.

The Secretary is directed to study annually the current and future demand for teachers.

● **Title VI: International Education ($55 million).** Part A ($49 million) is modified to establish two tiers of fellowships for language and area centers, with the second tier awarded through a national competition. (Second-tier fellowships may not be funded unless first-tier fellowships are funded at current levels.) New resource centers for language teaching methods are authorized, as well as new Intensive Summer Language Institutes in critical and neglected languages, for advanced students and teachers.

Part B grants for business and international education are con-

tinued, authorized at $5 million, with new authority for internships abroad. New grants are authorized $1 million) for institutions' acquisition of foreign periodicals; recipients must have an established library with a strong international collection.

The Secretary is directed to study the feasibility of establishing a National Endowment for International Studies.

● **Title VII: Construction, Reconstruction, and Renovation of Academic Facilities ($100 million).** New purposes of funding include compliance with federal and state requirements for treatment and storage of hazardous wastes, facilities for advanced skill training programs, facilities to deal with unusual enrollment shifts, and preservation of significant architecture. Renovation projects will receive priority.

Part A grants ($15 million) for undergraduate facilities and Part B grants ($10 million) for graduate facilities are reauthorized. Up to 10 percent of Part A and B grants may be used for instructional or research equipment. A national peer review panel is established for awarding Part B grants.

Under Part C, Loans for Academic Facilities ($25 million), the interest rate will rise from 4 percent to 5.5 percent or one-quarter of a percent above the average annual interest on U.S. securities, whichever is less. Up to 10 percent of these loans may be used for instructional or research equipment.

The Academic Facilities Loan Insurance Program is repealed, and the Annual Interest Grants program becomes a separate Part D ($25 million).

A new Part E ($20 million) authorizes the College Construction Loan Insurance Association, to be financed by stock purchases by the Secretary of Education, the Student Loan Marketing Association (SLMA), and the public. (Title IV grants SLMA authority to "buy, sell, hold, insure, underwrite, and otherwise deal" in loans to institutions for construction, renovation, or purchase of educational and research facilities and college housing. No more than 25 percent in its volume in such loans can be with institutions rated A or above.)

No funds may be appropriated for Parts A and B for any fiscal year unless the full Part E authorization is given to the College Loan Insurance Association. The private, for-profit association is authorized to guarantee, insure, and reinsure bonds and to issue letters of credit for institutions of higher education to build or renovate educational facilities. By its third year, the association must make at least half of its reinsurance commitments to institutions that have limited access to traditional financing on reasonable terms (those rated BBB or below), and at least half of the

association's total commitments must be direct insurance transactions involving such institutions.

Part F consists of the College Housing Loan Program, transfered from the Housing Act of 1950.

● **Title VIII: Cooperative Education ($17 million).** This program is extended, with priority placed on institution-wide programs. A limit of 25 percent is imposed on the amount of the total appropriation that may be used for research, demonstration, and training. The maximum award to groups of institutions will rise from $250,000 to $500,000. Grants will be awarded for five-year periods. Institutions may reapply after two years if they spend for each year an amount equal to the total cost of the project during the last year it received federal support. The federal share will be 90 percent the first year, 80 percent the second year, 70 percent the third year, 60 percent the fourth year, and 30 percent the fifth year.

● **Title IX: Graduate Education ($90 million).** Part A ($10 million) is amended to replace the current institutional grant authority with a new program of grants to encourage minority participation in graduate education.

The Part B Graduate and Professional Opportunities program is renamed the Patricia Roberts Harris Fellowships program ($30 million). Maximum fellowships are raised from $4,500 to $10,000; institutional allowances will be comparable to those under other federal fellowship programs; and the $75,000 minimum institutional stipend is repealed.

Part C ($10 million) National Graduate Fellows are now called Jacob K. Javits Fellows; institutional stipends under this program are set at $6,000. The fellowship board will be appointed by the Education Secretary rather than the President and reduced from 15 to 9 members by 1991, each to serve terms of four years rather than six.

A new Part D ($30 million) authorizes graduate assistance in areas of national need. The aid includes three-year grants of $100,000 to $500,000 to graduate departments to strengthen quality. At least 60 percent of the funds is to be allocated for fellowships of up to $10,000, with the remainder distributed as cost-of-education payments to institutions.

Funding for the new Parts A and D is contingent on funding of Part B at $18 million and Part C at $5 million. Part E reauthorizes Assistance for Training in the Legal Professions ($45 million), and Part F reauthorizes Law School Clinical Experience ($5 million).

● **Title X: Improvement of Postsecondary Education ($25 million).** Part A ($14.5 million) expands the functions of the Fund for the Improvement of Postsecondary Education (FIPSE) board to include advising the Secretary and the Director of priorities for improving postsecondary education. Part B ($7.5 million) transfers authority for the Minority Institutions Science Improvement Program created by the National Science Foundation Act to the Higher Education Act and repeals the authority for the Bureau of Occupational Education. Part C ($3 million) establishes new authority for discretionary grants to colleges, other public agencies, and nonprofit organizations to support innovative projects for community services and student financial independence.

● **Title XI: Partnerships for Economic Development and Urban Community Service ($17 million).** A new Part A ($10 million) is established to identify and disseminate effective models for partnerships between education institutions and other agencies involved in area or regional economic development. Part B ($5 million) extends authority for Urban Grants.

Other Provisions

● Institutions must publicly disclose gifts from foreign sources totaling $250,000 or more within a calendar year, as well as any individual gift of $250,000 or more that places restrictions on employing faculty, establishing programs, selecting students, or awarding fellowships.

● The Education Secretary is directed to study the escalating cost of higher education. The study must particularly consider the impact of rising costs on lower- and middle-income students, on female and minority students, and on career choices, and the relationship between escalating costs and federal student aid. The study will make recommendations for minimizing cost increases in the future.

● The National Advisory Committee on Accreditation and Institutional Eligibility is reauthorized, and a Joint Study Commission on Postsecondary Institutional Recognition is established in the Legislative Branch. The five-member commission will study the institutional and programmatic recognition process used by the Education Department to determine eligibility for federal student aid. The study will also examine the standards and criteria used by accrediting agencies and evaluate their adequacy.

Higher Education Legislation, 1985-1986

The 1986 Higher Education Amendments (P.L. 99-498) leads the list of federal legislation relevant to higher education enacted in the 99th Congress. Other important legislation affecting higher education: the tax reform act (P.L. 99-514), which contains provisions affecting both individuals and institutions, and the Gramm-Rudman-Hollings Act (P.L. 99-177), which has important short- and long-run implications for the level of federal aid to colleges and universities.

Legislative Actions of the 99th Congress: 1985-1986

P.L. 99-19. Designates April 2, 1985 as Education Day, U.S.A.

P.L. 99-88. Supplemental Appropriations Act of 1985. Includes additional funding of $0.7 billion for Guaranteed Student Loans and $0.3 billion for the Pell Grant Program in FY85. Total FY85 higher education funding was $9.5 billion.

P.L. 99-92. Extends programs for nursing through FY88.

P.L. 99-100. Designates the week of September 25, 1985, as National Historically Black Colleges Week.

P.L. 99-128. Designates February, 1986, as National Community College Month.

P.L. 99-129. Extends programs for health professions schools and students.

P.L. 99-145. Department of Defense Reauthorization Act, FY86. Authorizes the Secretary of Defense to repay student loans under the Higher Education Amendments in exchange for military service. The Federal Merit Scholarship Program is renamed for Robert C. Byrd.

P.L. 99-158. National Institutes of Health. Extends the National Cancer Institute and the National Heart, Lung, and Blood Institute. Creates a new institute (for arthritis, musculoskeletal, and

skin diseases), and a center for nursing research.

P.L. 99-159. National Science, Engineering, and Mathematics Reauthorization Act of 1986. Extends many science and mathematics programs, including the National Science Foundation, and raises authorization levels. Includes technical amendments to the Harry S. Truman Scholarship Program, the National Direct Student Loan Program, and the National Graduate Fellows Program.

P.L. 99-177. The Balanced Budget and Emergency Deficit Control Act of 1985. Title II provides for reducing, through sequestration, appropriations enacted for FY86 and later years. Requires a balanced budget by FY91, and provides for automatic cuts when specified reductions are not made. Subsequently invalidated by the U.S. Supreme Court (Bowsher v. Symar) July 7, 1986.

P.L. 99-178. $8.7 billion appropriated to higher education programs, but the Gramm-Rudman-Hollings Act reduces this to $8.4 billion.

P.L. 99-194. Extends National Foundation on the Arts and Humanities and Institute of Museum Services through FY90.

P.L. 99-272. Consolidated Omnibus Budget Reconciliation Act of 1985. Contains cost savings provisions related to postsecondary student financial aid, and extends the Guaranteed Student Loan Program through FY88.

P.L. 99-276. Designates April 20, 1986, as Education Day, U.S.A.

P.L. 99-320. Student Financial Assistance Technical Corrections Act of 1986. Technical corrections to student assistance provisions of P.L. 99-272.

P.L. 99-323. Presidential Libraries. Requires operating expense endowment for future Presidential Libraries established by private donors.

P.L. 99-349. Urgent Supplemental Appropriations 1986, contains additional $146 million for Pell Grants.

P.L. 99-366. Ratifies and reaffirms the FY86 appropriations reduced under P.L. 99-177.

P.L. 99-422. Designates week of September 15, 1986, as National Historically Black Colleges Week.

P.L. 99-498. Higher Education Act. Amends and extends most HEA programs through FY91. See separate analysis in this section of the Almanac.

P.L. 99-502. Allows federally operated laboratories to transfer developed technology to private universities and industry through cooperative research agreements.

P.L. 99-514. Tax Reform Act of 1986. Many provisions affecting higher education institutions and their employees and students in areas such as borrowing authority, pensions, and deductibility of expenses.

P.L. 99-570. The Drug Enforcement Education and Control Act of 1986. Includes provision for programs preventing drug abuse by college students.

P.L. 99-592. The Labor and Employment Age Discrimination Act of 1986. Removes age 70 ceiling on retirements, including nontenured faculty. Tenured faculty covered after 1995.

P.L. 99-661. National Defense Authorization Act of 1986. $985.5 million for basic defense research, including $49.9 million for University Research Initiative.

House Concurrent Resolution 207. Commemorates the 20th anniversary of the Higher Education Act.

Federal Higher Education Grants

The Fund for the Improvement of Postsecondary Education of the U.S. Department of Education awards grants to faculty and others for projects aimed at "encouraging the reform, innovation, and improvement of postsecondary education and providing equal opportunity for all." Over the past decade, the Fund has awarded $141 million to over 1,000 projects.

In the past year, the Fund has sought proposals in eight areas (without precluding other submissions): curricular reform; making access meaningful; improving undergraduate education; reforming teacher education; graduate professional education; faculty, staff, and organizational development; education for a changing economy; and uses and implications of the new technologies.

Details on applying for funding are provided in the Resources section of this edition of the NEA Almanac.

Award Winners and Project Descriptions: Fund for the Improvement of Postsecondary Education, 1985-1986 Comprehensive Program Competition

American Anthropological Association: Develops curriculum materials to support the incorporation of information on gender into introductory courses. (Prof. Sandra Morgen, Women's Studies Program, 208 Bartlett Hall, University of Massachusetts, Amherst, Mass. 01003. 413-545-1922)

American Association for Higher Education: Conducts an Annual Assessment Forum and develops papers on assessment issues. Establishment of referral service on assessment. (Theodore J. Marchese, Vice President, A.A.H.E., One Dupont Circle, N.W., Washington, D.C. 20036. 202-293-6440)

Arkansas, University of: Improves a student's ability to analyze a given work of architecture through the use of video film and computerized graphics "windows" that can simultaneously dissect and graphically analyze the various elements of form and

function. (Prof. H. Gordon Brooks, School of Architecture, University of Arkansas, Fayetteville, Ark. 72701. 501-575-3805)

Association of American Colleges: Uses visiting examiners to assess the learning of students completing majors in selected disciplines in the arts and sciences in 18 colleges and universities. (Stanley F. Paulson, Vice President, Association of American Colleges, 1818 R. Street, N.W., Washington, D.C. 20009. 202-387-3860)

Baltimore, University of: Develops liberal arts content within professional education programs while simultaneously providing coherent general education program for all transfer students. (Richard Swaim and Jon Silberman, University of Baltimore, 1420 North Charles St., Baltimore, Md. 21201. 301-625-3297)

California Polytechnic State University: Introduces university and community college faculty to writing as a mode of learning and discovery, and to methods of assigning writing assignments. (Prof. David Kann, English Dept., California Polytechnic State University, San Luis Obispo, Calif. 93407. 805-546-2596)

California, University of, Berkeley: Assists 15-20 colleges and universities to adapt the Professional Development Program retention program, which has promoted high levels of achievement in mathematics and high persistence rates among Black and Hispanic undergraduates at Berkeley. (Profs. Uri Treisman and Robert Fullilove, PDP 230-B, Stephens Hall, University of California, Berkeley, Calif. 94720. 415-642-2115)

California, University of, San Francisco: Encourages retention of minority students in medical school through group study related to basic sciences. (Prof. Mindy Fullilove, Office of Curricular Affairs, University of California, San Francisco, 513 Parnassus Avenue, Room S-221, San Francisco, Calif. 94143. 415-476-2346)

California, University of, Santa Cruz: Works with high school teachers and others to improve the teaching of literature, especially in high school. (Prof. Murray Baumgarten, The Dickens Project, 155 Kresge College, University of California, Santa Cruz, Santa Cruz, Calif. 95604. 408-429-2103)

California State University, Northridge: Increases the basic skills and cultural literacy of ESL students by immersing them in an extensive program of out-of-class reading, using contemporary books systematically chosen for their relevance to the American cultural heritage. (Prof. Robert T. Oliphant, Department of English, California State University, Northridge, Northridge, Calif. 91330. 818-885-3406)

Carnegie-Mellon University: Evaluates the use of word processing in writing and the teaching of writing, using a conception of the composition process as a multi-stage activity. (John R. Hayes, Psychology Dept. Carnegie-Mellon University, Pittsburgh, Pa. 15213. 412-268-2803)

Chicago, University of: Multifaceted program for preparing graduate students for college teaching, including a coherent sequence of teaching experiences, programs conducted by outstanding faculty, and a system for placing graduate students in supervised teaching positions. (Prof. Allen Sanderson, University of Chicago, 5801 S. Ellis Ave., Chicago, Ill. 60637. 312-962-7815)

City University of New York, Brooklyn College: Develops higher order thinking skills in junior high school teachers so they can develop these skills in students. (Dorothy Geddes and Rosamond Tischler, School of Education, Brooklyn College, Brooklyn, N.Y. 11210. 718-780-5888 or 718-780-5517)

City University of New York, Lehman College: Develops a comprehensive evaluation of a new undergraduate general education curriculum, including assessments of students' learning and writing portfolios. (Richard Larson, Institute for Literacy Studies and John Richards, Dept. of Chemistry, Herbert H. Lehman College, Bedford Park Blvd. West, Bronx, N.Y. 10468. 212-960-8759 or 212-960-8146)

City University of New York/Queens College: Designs and teaches a series of introductory humanities courses for students who are unfamiliar with the fundamental assumptions of American culture. (Frederick Buell and William Kelly, Dept. of English, Queens College, Flushing, N.Y. 11307. 718-520-7238)

Clemson University: New baccalaureate program in languages and international trade demonstrating how a traditional liberal arts program can lead to business careers. (Prof. Patricia Wannamaker, Dept. of Languages, Clemson Univ., Clemson, S.C. 29624. 803-656-3393).

Colorado School of Mines: Creates an international studies emphasis for engineering students in the field of mineral and energy resources (Laura J. Pang, International Projects Coordinator, Latin American Center for Minerals and Energy Development, Colorado School of Mines, Golden, Colo. 80401. 303-273-3590)

Cornell University: Disseminates to other engineering schools computer software enabling cutting-edge research to be used in undergraduate education. (Anthony R. Ingraffea and Donald R.

Greenberg, Hollister Hall, Cornell University, Ithaca, N.Y. 14823. 607-255-3336)

Council of Chief State School Officers: Develops and implements teacher training courses in the basic ideas and documents which form the foundations of American citizenship. (Hilda L. Smith, Director, Arts and Humanities, Council of Chief State School Officers, 400 N. Capitol St., N.W., Washington, D.C. 20001. 202-393-8167)

Dickenson College: Develops a physics course built around a microcomputer based laboratory. (Prof. Priscilla W. Laws, Dept. of Physics and Astronomy, Dickenson College, Carlisle, Pa. 17013. 717-245-1242)

Eastern Michigan University: Develops microcomputer programs for use in teaching descriptive inorganic chemistry and physical chemistry at the college level. (Prof. John Moore, Chemistry Dept., Eastern Michigan University, Ypsilanti, Mich. 48197 (313-487-0368)

Educational Assistance, Ltd.: Identifies companies with goods and services to contribute and matches them with colleges which can use such materials and services. Colleges will then establish scholarships for needy students in the amount of such contributions. (Wade Bradley, Business Manager, Educational Assistance, Ltd., 520 N. Michigan Ave., Chicago, Ill. 60611. 312-321-9666)

Essex County College: Concentrates on the basic skill preparation of high school students to improve their transition to college. (David Berry, Humanities Division, Essex Community College, Newark, N.J. 07102. 201-877-3319)

Fairleigh Dickinson University: Program to prepare mid-life scientific and technical professionals for new careers in secondary school science and mathematics teaching. (John L. Kallas, College of Education, Bancroft Hall, Fairleigh Dickinson University, Teaneck, N.J. 07666. 201-692-2080)

Grambling State University: Provides technical assistance to three historically black colleges that are committed to using Grambling's model for improving the performance levels of their teacher education majors on national teacher examinations. (Prof. Johnnie R. Mills, College of Education, Grambling State University, P.O. Box 46, Grambling, La. 71245. 318-274-2239 or 318-274-2393)

Harrisburg Area Community College: Supplemental activities, e.g. faculty exchange, for the HACC-United Negro College Fund

dual admissions pilot project which guarantees admission to several historically black colleges for students originally enrolled at HACC. (N. Lorraine Basonic, Assistant Dean of Students, Harrisburg Area Community College, 3300 Cameron State Road, Harrisburg, Pa. 17110. 717-780-2403)

Harvard University: Conducts seminar to design and carry out assessments at Harvard and other selective institutions. (Prof. Richard Light, School of Education, Harvard University, Cambridge, Mass. 02138. 617-495-1183)

Hilbert College: Implements a core curriculum in the liberal arts and humanities, including an interdisciplinary humanities-based core course, through course planning, faculty development and enrichment, and visiting faculty. (Prof. Joan Crouse, Hilbert College, 5200 S. Park Ave., Hamburg, N.Y. 14075 (716-649-7900)

Indiana State University: Planning to refine curricula for new Master's degree programs in teaching. (Mary Ann Carroll, School of Graduate Studies and Director of Research, Indiana State University, 217 N. Sixth St., Terre Haute, Ind. 47809. 812-237-3111)

Indiana University: Develops and tests interactive computers for teaching basic skills to students in introductory biology and psychology courses. (Larry Mikulecky, Director, Learning Skills Center, Indiana University, 316 N. Jordan, Bloomington, Ind. 47405. 812-335-7313)

Indiana University of Pennsylvania: Develops a pre-teacher assessment center to provide diagnostic information about one's ability to teach. (Robert Millward, Director, Pre-Teacher Assessment Center, 136 Stouffer Hall, Indiana University of Pennsylvania, Indiana, Pa. 15705. 412-357-2480)

Inter-American University of Puerto Rico: Provides training of elementary school teachers of English that will permit them to complete a BA degree. (Lydia Medina, Associate Dean for Academic Affairs, Inter-American University, College of Bayamon, Carregera 174, Industrial Minillas, Bayamon, P.R. 00619. 809-780-4040)

Jefferson State Junior College: Develops an interdisciplinary sequence of seven courses of general core studies to strengthen the liberal arts education of community college students. (Janice W. Roberts, Jefferson State Junior College, 2601 Carson Road, Birmingham, Ala. 35215. 205-853-1200 x1466).

Jersey City State College: Establishes an English conversation and writing center for ESL students enabling them to deal with

trained tutors rather than with language laboratory machinery. (Prof. Nicholas Gordon, Dept. of English, Jersey State College, 2039 Kennedy Blvd., Jersey City, N.J. 07305. 201-547-3099)

Kentucky, University of: Forms a consortium which will establish a center for assessing institutional effectiveness. (Prof. Charles Elton, Dept. of Educational Policy Studies, 111 Dickey Hall, University of Kentucky, Lexington, Ky. 40506. 606-257-2627)

Kirkwood Community College: Develops training materials and programs for small business handling and disposal of hazardous materials and toxic waste. (Douglas Feil, Department Head, Water/Wastewater, Kirkwood Community College, 6301 Kirkwood Blvd., S.W., Cedar Rapids, Iowa 52406. 319-598-5678)

Lane Community College: Identifies and creates a repository for materials developed for apprenticeship training by colleges, trade associations, labor councils, and private companies. (Carl Horstrup, Apprenticeship Coordinator, Lane Community College, 4000 E. 30th St., Eugene, Oreg. 97405. 503-747-4501 x2843)

Lewis and Clark College: Integrates liberal studies into core seminars and courses for students in a variety of professional programs. (Mary Kay Tetreault, Assistant Dean, School of Professional Studies, Lewis and Clark College, Portland, Oreg. 97219. 503-293-2656)

Massachusetts, University of, Medical Center: Develops a list of critical competencies medical students should master prior to graduation, and designs a standardized clinical assessment of the skills. (Paula L. Stillman, Associate Dean for Curriculum, University of Massachusetts, Medical Center, 55 Lake Ave., N., Worcester, Mass. 01605. 617-856-4265)

Mathematical Association of America: Three products to improve teaching abilities of part-time and temporary mathematics instructors: a survey of current practice, a resource manual on active training programs, and recommendations on T.A.'s and P.T.I.'s (Bettye Anne Case, Project Director, Dept. of Mathematics, Florida State University, Tallahassee, Fla. 32306. 904-644-2202)

Monterey Peninsula College: Develops guide in use of adapted computer technologies for disabled students through use of special software. (Carl Brown, Coordinator, High Technology Center for the Disabled, Monterey Peninsula College, 980 Fremont Blvd., Monterey, Calif. 93940. 408-646-4070)

Morehouse School of Medicine: Develops a comprehensive teaching nursing home program, designed to enhance medical

student education in the area of long-term care of the elderly. (Mary Williams, Morehouse School of Medicine, Dept. of Community Health and Preventive Medicine, 720 Westview Drive, Atlanta, Ga. 30310. 404-752-1626)

Morton Arboretum: Cooperative arrangement with a consortium of 14 Chicago area colleges and universities to offer botany courses emphasizing whole organism studies, not otherwise available in the region. (Ross Clark, Curator of Education, The Morton Arboretum, Route 53 North, Lisle, Ill. 60532. 312-968-0074)

National Council for Occupational Education: Develops a "Shared Vision Program Guide on the AAS Degree" that offers suggestions on strengthening career preparation through the humanities at community, technical, and junior colleges. (President Clifford S. Peterson, Quinsigmond Community College, 670 W. Boylston St., Worcester, Mass. 01606. 617-853-0169)

Native American Educational Service: Develops three professional concentrations within a community studies B.A. degree. Addresses problem that few Native Americans are certified to provide professional services within their communities even as federal policy encourages self administration. (Armin Beck, Dean, Academic Affairs, NAES College, 2838 W. Peterson, Chicago, Ill. 60659. 312-761-5000)

North Carolina, University of, Greensboro: Pilot program to enhance research capabilities and participation by faculty from historically black institutions in educational research. (Prof. Richard M. Jaeger, Center for Educational Research and Evaluation, University of North Carolina, Greensboro, Greensboro, N.C. 27412. 919-334-5100)

Northern Michigan University: Develops programs to promote professional development for secondary school teachers of mathematics and science in the sparsely populated Upper Peninsula of Michigan. (Prof. James O. Kiltinen, Dept. of Mathematics and Computer Science, Northern Michigan Univ., Marquette, Mich. 49855. 906-227-1600)

North Texas State University: Refines the core curriculum by introducing a common theme of reason, virtue, and civility, and by relying on classical, original texts. (Prof. John Kincaid, Dept. of Political Science, North Texas State Univ., Denton, Tex. 76203. 817-565-2317)

Northwestern University: Develops a new approach to music theory instruction focused on the cognitive nature of musical

activity through a set of interrelated learning modules, each dealing with a specific area of music problem solving. (Prof. Richard Ashley, School of Music, Northwestern Univ., Evanston, Ill. 60201. 312-491-5720)

Oakton Community College: In-service program for faculty to develop skills for teaching literacy across the curriculum. (Richard Stroninger, Dean, Communiciations, Oakton C.C., 1600 E. Golf Rd., Des Plaines, Ill. 60016. 312-635-1600)

Oregon State System of Higher Education: Develops statewide network connecting postsecondary institutions and industries to improve college teaching, research, and public service. (Holly Zanville, Assistant Vice Chancellor for Academic Affairs, Oregon State System of Higher Education, P.O. Box 3175, Eugene, Ore. 97403. 503-686-5726)

Organization of American Historians: Develops material on the role of women in third world countries for inclusion in world civilization and area studies courses. (Margaret Strobel and Cheryl Johnson-Odim, Women's Studies Program, University of Illinois at Chicago, Ill. 60680. 312-335-7311)

Phillips University: Integrates the teaching of selected classic texts throughout the core curriculum to overcome fragmentation of the undergraduate general education experience. (Dr. Kenneth W. Shipps, Academic Vice-President, Phillips University, P.O. Box 2000, University Station, Enid, Okla. 73702. 405-237-4433)

Portland Community College: Expands an existing articulation program between the community college and local high schools in engineering technologies to include more high schools and the upper-division programs at a university and an institute of technology. (David M. Hata, Curriculum Coordinator, Portland Community College, 12000 S.W. 49th Ave., Portland, Ore. 97219. 503-244-6111 x175)

Purdue University: Develops a model certificate program for practicing pharmacists covering a wide range of self-limiting conditions and chronic diseases in which patient self-care is important. (Prof. Nicholas Popovich, School of Pharmacy, Purdue Univ., West Lafayette, Ind. 47907. 317-494-5966)

Registry of Interpreters for the Deaf, Inc.: Revises and improves the national evaluation and testing system for certifying interpreters for the deaf. (Don D. Roose, National Executive Director, Registry of Interpreters for the Deaf, Inc., 814 Thayer Ave., Silver Spring, Md. 20910. 301-588-2406)

Rhode Island College: Develops a comprehensive set of assessment activities linked to curriculum revisions, a new advising system, and creation of an individualized educational plan for each student. (Willard F. Enteman, Provost, Rhode Island College, Providence, R.I. 02908. 401-456-8003)

Rochester, University of: Enables students in undergraduate professional programs to strengthen the liberal arts component of their education by taking an additional semester or year of coursework with the institution assuming tuition costs. (Ruth Freeman, University Dean/Associate Provost, University of Rochester, Administration Building 200, Rochester, N.Y. 14627. 716-275-7946)

Rutgers University: Increases access and retention rates of learning-disabled students through application of state-of-the-art neuropsychological and cognitive retraining techniques developed in neurosciences programs which pinpoint and remediate difficulties in learning at the college level. (Josephine Goldsmith, Graduate School of Education, Rutgers University, 10 Seminary Place, Room 314, New Brunswick, N.J. 08903. 201-932-7716)

Salem State College: Employs a student leader in a voluntary extra weekly session of identified liberal arts courses to enhance success of students. (Sherrin Marshall, Salem State College, 352 Lafayette St., Salem, Mass. 01970. 617-745-0556)

San Francisco State University: Designs a computer expert system for introductory physics. (Edwin L. Duckworth, Director, Center for Science and Public Policy, School of Science, San Francisco State University, 1600 Holloway Avenue, San Francisco, Calif. 94132. 415-469-1571)

Southern Association of Colleges: Writes two manuals, focusing on assessment of outcomes, for colleges to use during the accrediting process. (Carol A. Luthman, Assistant Executive Director, Commission on Colleges, Southern Association of Colleges and Schools, 795 Peachtree St., N.E., Atlanta, Ga. 30365. 404-847-6120)

Southern Mississippi, University of: Promotes the study of humanities and the traditions of western thought among all undergraduates by offering a "Certificate in Humanities" program. (Roger Johnson and Mark Clark, Dept. of Foreign Language, Southern Station Box 5038, University of Southern Mississippi, Hattiesburg, Miss. 39406. 601-266-4964)

St. Cloud State University: Integrates ethical issues into professional graduate education by introducing them into required pro-

fessional courses and reinforcing them with a concurrent seminar on ethical theory for faculty from the professional disciplines. (David L. Carr, Assistant Dean, College of Social Sciences, Whitney House 101, St. Cloud State University, St. Cloud, Minn. 56301. 612-255-4790)

St. Olaf College: Develops course materials for two semesters of elementary calculus that incorporate the use of computer symbolic manipulation programs. (Prof. Paul Humke, Dept. of Mathematics, St. Olaf College, Northfield, Minn. 55057. 507-663-3113)

State University of New York, Fredonia: Supports development of "value added" outcomes measures to assess student achievement in a newly introduced general education program focused on improvements in critical reading, writing, reasoning, development of values, and interdisciplinary international understanding. (Minda Rae Amiran, Dean, Special Programs, SUNY/College at Fredonia, Fredonia, N.Y. 14033. 716-673-3441)

Stevens Institute of Technology: Develops computer simulations of complex, real-world systems in the fields of chemical engineering, organic chemistry, environmental engineering, and theoretical chemistry. (Joseph J. Moeller, Associate Provost, Computing and Information Systems, Stevens Institute of Technology, Castle Point Station, Hoboken, N.J. 07030. 201-420-5515 or 201-420-5229)

Tennessee, University of: Establishes a center to provide networking and technical assistance on assessment in higher education. (Prof. Trudy W. Banta, Learning Research Center, 1819 Andy Holt Ave., Knoxville, Tenn. 37997. 615-974-2350)

Tufts University: Designs and tests microcomputer-based laboratory modules for physics and nonphysics majors for computer-based physics laboratories. (Ronald K. Thornton, Director of Research and Development, Center for Sciences and Mathematics Teachers, Tufts Univ., Medford, Mass. 02155. 617-381-3244)

Utah, University of, College of Law: Reforms both content and methodology of legal education, to give each year a distinct purpose and progression of knowledge. Third-year capstone courses involve extensive interdisciplinary research and writing, integrating legal doctrine and skills, philosophy, and ethics. (Prof. Kristine Strachan, College of Law, University of Utah, Salt Lake City, Utah 84112. 801-581-6545)

Western Montana College: Develops a curriculum for rural teachers which is based on current research, field studies, and consultation with participating rural schools. (Douglas Treadway,

President, Western Montana College, 710 S. Atlantic, Dillon, Mont. 59725. 406-683-7151)

West Virginia State College: Reforms the undergraduate general education curriculum around six broad interdisciplinary themes and prepares faculty for team teaching. (Arline R. Thorn, General Education Coordinator, West Virginia State College, Campus Box 66, Institute, W. Va. 25112. 304-766-3073)

Wisconsin, University of, Oshkosh: Establishes a residential "house" in a larger dormitory with a common set of core education courses and extracurricular activities to change students' culture, and bring faculty and students together. (Prof. Jerry A. Stark, Dept. of Sociology and Anthropology, Univ. of Wisconsin, Oshkosh, Oshkosh, Wisc. 54901. 414-424-2030)

SOURCE: Fund for the Improvement of Postsecondary Education: *Project Descriptions 1986-87* (October 1986)

NAIA and NCAA Team Competition Winners

Below are the results of all NAIA and NCAA team competitions during the 1985-1986 seasons. Note that several NCAA divisions do not have championship competitions.

National Association of Intercollegiate Athletics

1985-1986 Team Champions

	Men	Women
Baseball	Grand Canyon, Ariz.	
Basketball	David Lipscomb, Tenn.	Francis Marion, S.C.
Cross Country	Adams State, Colo.	Univ. of Portland, Ore.
Football		
Division I	Central Arkansas, Ark. Hillsdale, Mich. (cochampions)	
Division II	Univ. of Wisconsin, La Crosse, Wis.	
Golf	Huntingdon, Ala.	
Gymnastics		U. of Wisconsin, Oshkosh, Wis.
Soccer	West Virginia Wesleyan, W. Va.	Westmont, Calif.
Softball		St. Mary's, Tex.
Swim. and Diving	Central Washington, Wash.	Central Washington, Wash.
Tennis	Flagler, Fla.	North Florida, Fla.
Track and Field		
Indoor	Wayland Baptist, Tex.	Wayland Baptist, Tex.
Outdoor	Azusa Pacific, Cal.	Prairie View A & M, Tex.
Volleyball		St. Mary's Cal.
Wrestling	Central State, Okla.	

SOURCE: Office of Communications, National Association of Intercollegiate Athletics, Kansas City, Mo.

National Collegiate Athletic Association

1985-1986 Team Champions

	Men	Women
Baseball		
Division I	Univ. of Arizona	
Division II	Troy State, Ala.	
Division III	Marietta, Ohio	
Basketball		
Division I	Univ. of Louisville, Ky.	Univ. of Texas
Division II	Sacred Heart, Conn.	California State Poly., Cal.
Division III	Potsdam State, N.Y.	Salem State, Mass.
Cross Country		
Division I	Univ. of Wisconsin	Univ. of Wisconsin
Division II	South Dakota State, S.D.	Calif. State Poly., Calif.
Division III	Luther, Iowa	Franklin and Marshall, Pa.
Fencing	Univ. of Notre Dame, Ind.	Univ. of Pennsylvania
Field Hockey		
Division I	Univ. of Connecticut	
Division III	Trenton State, N.J.	
Football		
Division I-AA	Georgia Southern, Ga.	
Division II	North Dakota State, N.D.	
Division III	Augustana, Il.	
Golf		Univ. of Florida
Division I	Wake Forest, N.C.	
Division II	Florida Southern, Fla.	
Division III	Calif. State, Stanislus, Calif.	
Gymanastics	Arizona State, Ariz.	
Division I		Univ. of Utah
Division II		Seattle Pacific, Wash.
Ice Hockey		
Division I	Michigan State, Mich.	
Division III	Bemidji State, Minn.	
Lacrosse		
Division I	Univ. of North Carolina	Univ. of Maryland
Division III	Hobart, N.Y.	Ursinus, Pa.
Rifle		
(Men's and Women's)	West Virginia Univ.	West Virginia Univ.
Skiing		
(Men's and Women's)	Univ. of Utah	Univ. of Utah
Soccer		
Division I	UCLA, Calif.	
Division II	Seattle Pacific, Wash.	
Division III	Univ. of N.C., Greensboro, N.C.	

	Men	Women
Softball		
Division I		Calif. State, Fullerton, Calif.
Division II		Stephen F. Austin, Tex.
Division III		Eastern Conn. State, Conn.
Swimming and Diving		
Division I	Stanford, Calif.	Univ. of Texas
Division II	Calif. State, Bakersfield	Clarion, Pa.
Division III	Kenyon, Ohio	Kenyon, Ohio
Tennis		
Division I	Stanford, Calif.	Stanford, Calif.
Division II	Calif. State Poly., Cal.	S. Illinois, Edwardsville
Division III	Kalamazoo, Mich.	Trenton State, N.J.
Track and Field		
Indoor		
Division I	Univ. of Arkansas, Fayetteville	Univ. of Ala., Tuskaloosa
Division III	Frostburg State, Md.	Univ. of Mass., Boston
Outdoor		
Division I	S.M.U., Tex.	Univ. of Texas
Division II	Abilene Christian, Tex.	Abilene Christian, Tex.
Division III	Frostburg State, Md.	Univ. of Mass., Boston
Volleyball	Pepperdine, Calif.	
Division I		Univ. of the Pacific, Calif.
Division II		Portland State, Ore.
Division III		Elmhurst, Il.
Water Polo	Stanford, Calif.	
Wrestling		
Division I	Univ. of Iowa	
Division II	S. Illinois, Edwardsville, Ill.	
Division III	Montclair State, N.J.	

SOURCE: 1985-86 NCAA Team Champions, National Collegiate Athletic Association

Resources and References

Academic Meetings: A Calendar for 1987

American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009: Chicago, Nov. 18-22, 1987

American Association for Higher Education, Suite 600, 1 Dupont Circle, N.W., Washington, D.C. 20036: Chicago, March 1-4, 1987.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, D.C. 20005: Chicago, Feb. 14-18, 1987.

American Association of State Colleges and Universities, 1 Dupont Circle, Suite 700, N.W., Washington, D.C. 20036: Toronto, Canada, June 28-July 1, 1987.

American Association of University Professors, 1012 14th Street, N.W., Suite 508, Washington, D.C. 20005: Los Angeles, June 19-20, 1987.

American Association of University Students, SMU, Box 211, Dallas, Texas 75275: Dallas, Texas, Feb. 28-March 1, 1987.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, D.C. 20009: Pasadena, Jan. 4-8, 1987 and Vancouver, British Columbia, June 10-14, 1987.

American Chemical Society, 1155 16th Street, N.W., Washington, D.C. 20036: Denver, April 5-10, 1987 and New Orleans, Aug. 30-Sept. 4, 1987.

American Council of Learned Societies, 228 E. 45th Street, New York, N.Y. 10017: Washington, D.C., April 23-24, 1987.

American Council of Education, 1 Dupont Circle, N.W., Washington, D.C. 20036: Washington, D.C., Jan. 17-20, 1988.

American Dietetic Association, 430 N. Michigan Avenue, Chicago, Ill. 60611: Atlanta, Oct. 19-23, 1987.

American Economic Association, Suite 806, Oxford House, 1313 21st Avenue, S., Nashville, Tenn. 37212: Chicago, Dec. 27-30, 1987.

American Education Research Association, 1230 17th Street, N.W., Washington, D.C. 20036: Washington, D.C., April 20-24, 1987.

American Historical Association, 400 A Street, S.E., Washington, D.C. 20003: Washington, D.C., Dec. 28-30, 1987.

American Institute of Aeronautics and Astronautics, 1633 Broadway, New York, N.Y. 10019: Arlington, Va., April 28-30, 1987.

American Institute of Chemical Engineers, 345 E. 47th Street, New York, N.Y. 10017: New York City, Nov. 15-20, 1987.

American Library Association, 50 E. Huron Street, Chicago, Ill. 60611: San Francisco, June 27-July 2, 1987.

American Mathematical Society, 201 Charles Street, Providence, Rhode Island 02904: San Antanio, Jan. 21-24, 1987 and Salt Lake City, Aug. 5-8, 1987.

American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036: Chicago, Sept. 3-6, 1987.

American Psychiatric Association, 1400 K Street, N.W., Washington, D.C. 20005: Chicago, May 9-15, 1987.

American Psychoanalytic Association, 309 E. 49th Street, New York, N.Y. 10017: Chicago, May 6-10, 1987.

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036: New York City, Aug. 24-28, 1987.

American Public Health Association, 1015 15th Street, N.W., Suite 300, Washington, D.C. 20005: New Orleans, Oct. 18-22, 1987.

American Society of Engineering, 11 Dupont Circle, N.W., Suite 200, Washington, D.C. 20036: Reno, Nevada, June 21-25, 1987.

American Society for Information Science, 1424 16th Street, N.W., Suite 404, Washington, D.C. 20036: Boston, Oct. 4-8, 1987.

American Society of Animal Science, 309 West Clark, Champaign, Ill. 61820: Logan, Utah, July 28-31, 1987.

American Society of Mechanical Engineers, 345 East 47th Street, New York, N.Y. 10017: Anaheim, Dec. 7-12, 1986.

American Society of Zoologists, Box 2739, California Lutheran University, Thousand Oaks, Calif. 91360: New Orleans, Dec. 27-30, 1987.

American Society on Aging, 833 Market Street, Suite 516, San Francisco, Calif. 94103: Salt Lake City, March 14-17, 1987.

American Sociological Association, 1722 N. Street, N.W., Washington, D.C. 20036: Chicago, Aug. 17-21, 1987.

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Md. 20352: New Orleans, Nov. 13-16, 1987.

American Statistical Association, 806 15th Street, N.W., #640, Washington, D.C. 20005: Aug. 17-20, 1987.

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Fla. 32306: Kansas City, Mo., May 3-6, 1987.

Association for the Study of Higher Education, 1 Dupont Circle, N.W., Suite 630, Washington, D.C. 20036: San Diego, Feb. 14-17, 1987.

Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009: Washington, D.C., Jan. 15-17, 1987.

Association of Catholic Colleges and Universities, 1 Dupont Circle, N.W., Suite 650, Washington, D.C. 20036: Washington, D.C., Feb. 3-4, 1987.

College and University Personnel Association, 1 Dupont Circle, N.W., Suite 120, Washington, D.C. 20036: Boston, Aug. 10-12, 1987.

Council on International Educational Exchange, 205 E. 42nd Street, New York, N.Y. 10017: San Francisco, Nov. 4-6, 1987.

Modern Language Association, 10 Astor Place, New York, N.Y. 10003: San Francisco, Dec. 27-30, 1987.

National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418: Washington, D.C., April 26-29, 1987.

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009: Long Beach, Calif., May 21-29, 1987.

National Association of Women Deans, Administrators, and Counselors, 1325 18th Street, Suite 210, Washington, D.C. 20036: Baltimore, March 11-14 1987.

National Association of College and University Business Officers, 1 Dupont Circle, N.W., Suite 500, Washington, D.C. 20036: Houston, July 13-17, 1987.

National Association of State Universities and Land-Grant Colleges, 1 Dupont Circle, N.W., Suite 710, Washington, D.C. 20036: Washington, D.C., Nov. 9-11, 1987.

National Association of Student Personnel Administrators, 986 Goodall Boulevard, Columbus, Ohio 43212: Chicago, March 15-18, 1987.

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, N.Y.: New York City, May 4-5, 1987.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801: Los Angeles, Nov. 20-25, 1987.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Va. 22091: Anaheim, April 8-11, 1987.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036: National Higher Education Conference, New Orleans, March 6-8, 1987. NEA Annual Meeting, Los Angeles, June 30-July 5, 1987.

National University Continuing Education Association, 1 Dupont Circle, N.W., Suite 420, Washington, D.C. 20036: Kansas City, Mo., April 4-8, 1987.

National Women's Studies Association, University of Maryland, College Park, Md. 20742: Atlanta, June 24-28, 1987.

Organization of American Historians, 112 N. Bryan Street, Bloomington, Ind. 47401: Philadelphia, April 2-5, 1987.

Society of American Archivists, 600 South Federal, Suite 504, Chicago, Ill. 60605: New York City, Sept. 2-6 1987.

Society of Biblical Literature, 2201 South University Boulevard, Denver, Colo. 80210: Boston, Dec. 5-8, 1987.

Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources offering significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this Almanac.

American Association of University Women: 1. Postdoctoral Fellowships for women to conduct research in any field. Stipend: up to $10,000. 2. Dissertation fellowships. Must have completed all doctoral requirements except the dissertation defense. Stipend: up to $8,000. 3. Selected professions. Support for women students in final year of study in law, medicine, architecture, or business. (Contact: American Association of University Women Education Foundation Programs, 2401 Virginia Avenue, Washington, D.C. 20037)

American Bar Foundation: Fellowship in Legal History. Stipend: $6,000 for nine months. (Contact: Program in Legal History, American Bar Foundation, 750 N. Lake Shore Drive, Chicago, Ill. 60611)

American Council of Learned Societies: 1. Fellowships. For full-time research by scholars in the humanities or humanistic social sciences. Tenure: six months to one year. 2. ACLS/Ford Fellowships. To support research that brings humanistic perspectives to bear on the following questions: a) the various meanings of equality and their relationship to a socially just society; b) intergenerational responsibility; the obligations of the young to the old, the old to the young, and of both to generations yet unborn; c) the concept of governance, with emphasis on centralization and decentralization, the division of power and authority among levels and branches of government; d) the cultural and philosophical assumptions implicit in concepts and practices of crime and punishment. Tenure: six months to one year. Condition:

Receipt of the Ph.D. before January of year of application. Stipend: not to exceed $15,000. 3. Research Fellowships for Recent Recipients of the Ph.D. Reserved for scholars who received their Ph.D. within the past three years. 4. Grant-in-Aid. To advance specific programs of research in progress by contribution to the scholar's essential personal expenses for that purpose, e.g., travel and maintenance away from home, research or clerical assistance, and reproduction or purchase of materials. 5. Travel Grants for Humanists to International Meetings Abroad. Awarded to humanists, social scientists, and legal scholars with historical or philosophical interests who will read papers or have a major offical role in meetings. (Contact: Office of Fellowships and Grants, American Council of Learned Societies, 800 Third Avenue, New York, N.Y. 10022)

American Council on Education: Fellows Program. (Contact: Madeleine F. Green, Director, Center for Leadership Development, American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, D.C. 20036)

American Historical Association: James Franklin Jameson Fellowship. Offered to support research by historians who have received the Ph.D. within the last five years and have not published or had accepted for publication a book-length historical work. Stipend: $9,000. (Contact: James Franklin Jameson Fellowship, American Historical Association, 400 A Street, S.E., Washington, D.C. 20003)

American Philosophical Society: Research Grants. All fields, open to doctoral degree holders. Stipend: $300 to $2,500. (Contact: Committee on Research, Research Office, American Philosophical Society, 104 South Fifth Street, Philadelphia, Pa. 19106)

American Political Science Association: Congressional Fellowship Program. Provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Receipt of Ph.D. within last 15 years, or near completion. Stipend: $16,000 plus travel expenses. (Contact: Catherine E. Rudder, Director, Congressional Fellowship Program, American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036)

American Scandinavian Foundation: Fellowships and Grants. Encourages advanced study and research in the Scandinavian countries, including Iceland. Grants (normally $1,500) are considered suitable for those who plan a program in Scandanavia of a few weeks or months. Fellowships (normally $7,500) are typical-

ly for doctoral candidates for an extended period of time. (Contact: The American-Scandinavian Foundation, 127 East 73rd Street, New York, N.Y. 10021)

American Sociological Association: Problems of the Discipline Grants. Awards are for the study of sociology as a discipline, including, but not limited to: "an exploratory study, a small conference, travel to consult with specialists, a program of study at a major research center; and projects not ordinarily supported by other sources." Stipend: maximum of $2,500. (Contact: Executive Officer, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036)

British Institute: Fellowships in the Humanities. Awards related to the study of British life. (Contact: British Institute Fellowships, Suite 400, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036)

Mary Ingraham Bunting Institute: Academic year and summer fellowships. (Contact: Mary Ingraham Bunting Institute, Radcliffe College, Cambridge, Mass. 02138)

Center for Advanced Studies in the Behavioral Sciences: Postdoctoral Fellowships. Up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Most candidates are nominated by former fellows or by senior scholars. (Contact: Center for Advanced Studies in the Behavioral Sciences, 202 Junipero Serra Blvd., Stanford, Calif. 94305)

Center for Field Research: Up to 100 of the most significant field research projects worldwide in all appropriate disciplines. Field research is defined broadly to include any research in the sciences and humanities that directly addresses primary sources—whether natural, artifactual, or archival. To qualify for support, projects must usefully involve in field assignments lay volunteer members (usually not less than 15) of the Earthwatch Research Corps. While support is principally committed to advanced postdoctoral scholarship, portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. In recent years, project grants have ranged from $3,000 to $50,000. (Contact: The Center for Field Research: 10 Juniper Road, Box 127, Belmont, Mass. 02178)

The Center for Theoretical Studies: Postdoctoral Residents. For recent doctoral graduates with interests and expertise in theoretical aspects of the physcial sciences or the history and philosophy

of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the center, senior scientists of great distinction. (Contact: Center for Theoretical Studies, University of Miami, P.O. Box 249055, Coral Gables, Fla. 33124)

Committee on Scholarly Communication with the People's Republic of China: For advanced graduate students, postdoctoral scholars, and senior scholars in the natural sciences, engineering, social sciences, and humanities to undertake long-term study and research, or short-term lecturing and exploratory visits at Chinese universities and research institutes. (Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418)

Cooperative Institute for Research in Environmental Sciences: One year visiting fellowships to scientists with research interests in atmospheric chemistry, atmospheric dynamics, climate dynamics, environmental chemistry and geochemistry, and environmental biochemistry and biology. Awards may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Fellows will pursue their own research programs and participate in Institute seminars. Stipend: scaled to research experience. (Contact: Prof. Robert Sievers, Director of CIRES, Visiting Fellow Program, Campus Box 449, University of Colorado, Boulder, Colo. 80309)

Council for International Exchange of Scholars: Fulbright Awards. Lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Suite 3000, Washington, D.C. 20036)

Council on Library Resources: General Research Grants Program. For topics related to the characteristics and use of information and the structure of library service and information systems, especially in the context of teaching, research, and scholarship. Cooperative Research Grants Program for Librarians and Faculty Members. Research projects proposed jointly by librarians and members of faculties in library science or when appropriate, other pertinent disciplines. Stipend: maximum of $3,000. (Contact: Council on Library Resources: 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036)

Cushwa Center for the Study of American Catholicism: Research grants for the study of any aspect of Catholicism. Stipend: $2,000. (Contact: Cushwa Center for the Study of American

Catholicism, Room 614, Memorial Library, University of Notre Dame, Notre Dame, Ind. 46556)

Lady Davis Fellowship Trust: Awards for Study, Research, or Teaching. Postdoctoral awards tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. Fellowships are for a period of one or two years and may be extended. (Contact: The Lady Davis Fellowship Trust, P.O. Box 1255, Jerusalem, Israel)

Earhart Foundation: Fellowship Research Grants for research in the social sciences or history. Proposals should lead to the advancement of knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: Earhart Foundation, Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, Mich. 48105)

Eppley Foundation for Research, Inc.: Grants. The foundation awards grants in support of postdoctoral research in advanced scientific subjects. Ordinarily grants are for one year only. Stipend: averages $10,000. (Contact: Huyler C. Held, Secretary, The Eppley Foundation for Research, Inc., 575 Lexington Avenue, New York, N.Y. 10022)

Ford Foundation Doctoral Fellowships for Minorities: Three-year predoctoral and one-year Dissertation Fellowships awarded on a competitive basis to U.S. citizens or nationals who are members of the following minority groups: American Indian or Alaskan Native (Eskimo or Aleut), Black American, Mexican American/Chicano, Native Pacific Islander (Micronesian or Polynesian), or Puerto Rican. Awards are for research-based Ph.D. or Sc.D. degree programs in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and biological sciences, or for interdisciplinary programs comprised of two or more eligible disciplines. Stipend: $10,000 (predoctoral); $18,000 (dissertation). (Contact: The Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418)

Fund for the Improvement of Postsecondary Education: The Comprehensive Program. Proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff, and organizational development, education for a changing economy, and uses and implications of the new technologies. For a list of 1986 winners and their projects, see the General Review of 1985-86 section of this Almanac. (Contact: Fund for the

Improvement of Postsecondary Education, 7th and D Streets, S.W., Washington, D.C. 20202-3331)

German Academic Exchange Service: 1. Study Visits for Faculty. Projects of up to three months' duration for those holding the Ph.D. for more than two years. Stipend: a monthly maintenance allowance and travel inside Germany. 2. Short-term research for Ph.D. candidates and recent Ph.D.s. Maximum of 32 years of age and good knowledge of German. Stipend: monthly maintenance allowance. (Contact: German Academic Exchange Service, New York Office, 535 Fifth Avenue, Suite 1107, New York, N.Y. 10017)

German Marshall Fund of the United States: 1. Research Fellowships. Projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three months to a year. Stipend: maximum of $28,000 per year. 2. Short-term Awards for U.S.-European Travel. To assist professional and public officials to participate in conferences organized by universities and research institutes and to assist scholars invited to participate in meetings sponsored by governmental and other nonscholarly organizations. (Contact: The German Marshall Fund of the United States, 11 Dupont Circle, N.W., Washington, D.C. 20036)

W.T. Grant Foundation: Research in mental health—particularly stress and coping in school age children. Any discipline is eligible, but it is expected that most will come from pediatrics, child psychiatry, epidemiology, and the behavioral sciences. Nominations by institutions, normally of faculty in first level or rank of appointment. Stipend: up to $32,500 per year for five years. (Contact: William T. Grant Foundation, 919 Third Avenue, 9th Floor, New York, N.Y. 10022)

John Solomon Guggenheim Foundation: Fellowships. Assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts under the freest possible conditions. Successful candidates ordinarily will have published contributions to knowledge of high merit or have demonstrated proven creative ability in the arts. May not be held concurrently with other awards, except for Fulbright awards. (Contact: John Solomon Guggenheim Memorial Foundation, 90 Park Avenue, New York, N.Y. 10016)

Hagley Museum and Library: Grants-in-Aid. For use of Eleutherian Mills Historical Library's collections relating to French history, 1760 to 1820, and to American history, 1800 to 1950, with special emphasis on business, industrial, and technological devel-

opments in the lower Delaware Valley. (Contact: Director of the Hagley Museum and Library, Eleutherian Mills-Hagley Foundation, P.O. Box 3630, Greenville, Wilmington, Del. 19807)

Harvard Divinity School Women's Studies in Religion Program: Residency Fellowships. For scholars who provide or show promise of providing leadership in examining the history and function of gender in the symbolization of religious traditions, the institutionalization of roles in religious communities, and the interaction between religious systems of belief and cultural patterns defining the social roles, status, and image of the female. (Contact: Constance H. Buchanan, Director of Women's Programs, Harvard Divinity School, Cambridge, Mass. 02138)

Johns Hopkins Program in Atlantic History, Culture, and Society: Fellowships. Interdisciplinary approaches to study the history and culture of the Atlantic coast, Africa, and Caribbean. Fellows must reside in Baltimore and devote full time to research and writing. (Contact: Director, Program in Atlantic History, Culture, and Society, Johns Hopkins University, Baltimore, Md. 21218)

George A. and Eliza Gardner Howard Foundation: Six awards will support scholars engaged in full-time independent research projects in the fields of classics and archaeology, history of science, philosophy, and religious studies. The Fellowships are for a period of one year. Applicants should be in the middle stages of their careers and be eligible for sabbatical or other leave from their institutions. Application is through nomination by the institution (two nominees per institution). Stipend: $15,000. (Contact: Mark Shupack, Secretary, The Howard Foundation, Box 1867, Brown University, Providence, R.I. 02912)

Alexander von Humboldt Foundation: Research Fellowship. Research projects in the Federal Republic of Germany and West Berlin. Stipend: 1,600 to 2,200 DM per month. (Contact: Alexander von Humboldt Foundation, Jean Paul-Strasse 12, D5300, Bonn 2, Federal Republic of Germany)

Institute for Advanced Study: The Institute appoints members who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well-established reputation are balanced against younger applicants who have promise but fewer publications. Applicants whose research falls within the interests of one or more regular Institute faculty are preferred. About half the members receive support from the Institute; the other half are supported by their

own institutions or outside grants. (Contact: Institute for Advanced Study, Olden Lane, Princeton, N.J. 08540)

Institute for European History: Fellowships. To promote research on the Reformation and the History of Europe from the 16th century to the present, the Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows are in residence at the Institute in Mainz, West Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $450 and $600 per month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direktor der Abteilung Universalgeschichte, D-6500, Alte Universitatsstrasse 19, West Germany)

Japan Foundation: Fellowship Program: "Professional" fellowships for those with substantial training in some aspect of Japanese studies and who desire to carry out research in Japan. (Contact: The Japan Foundation, 342 Madison Avenue, New York, N.Y. 10173)

The W.K. Kellogg Foundation: National Fellows Program. A three-year program designed for individuals in the early years of their professional careers. A basic aim of the program is to assist future leaders in developing skills and competencies which transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences which equip participants to address social issues in agriculture, education, and health. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Stipend: up to $30,000 plus 12½ percent of the Fellow's annual salary. (Contact: National Fellowship Program, Kellogg Foundation, 400 North Avenue, Battle Creek, Mich. 49017)

Memorial Foundation for Jewish Culture: Scholarly, literary, or art projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per year. (Contact: Dr. Laurie Etzkowitz, Fellowship Program, Memorial Foundation for Jewish Culture, 15 E. 26th Street, New York, N.Y. 10010)

Metropolitan Museum of Art: 1. Chester Dale Fellowships. For scholars under age 40 whose fields are related to the fine arts of the western world. 2. Andrew W. Mellon Fellowships. For promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and

make their expertise available to catalogue and refine the collections. 3. J. Clawson Mills Scholarships. For scholars interested in pursuing research projects in any branch of the fine arts related to the Museum for one year. Generally reserved for mature scholars of demonstrated ability. (Contact: Secretary of the Grants Committee, Office of Academic Affairs, The Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York, N.Y. 10028)

National Academy of Education: See entry below under "Spencer Foundation."

National Education Association: For information on NEA-sponsored grant opportunities, see The National Foundation for the Improvement of Education in the NEA and Higher Education section of this *NEA Almanac.*

National Endowment for the Humanities: Many programs, including "Travel to Collections"—travel to research collections of libraries, archives, museums, or other repositories. (Contact: National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506)

National Geographic Society: Grants-in-Aid. For basic research in the sciences pertinent to geography, including anthropology, archaeology, astronomy, biology, botany, glaciology, paleontology, oceanography, ornithology, marine biology, mineralogy, geology, entomology, ethnology, ecology, and zoology. Support may be provided for field projects. Stipend: $200 to $50,000. (Contact: Edwin W. Snider, Secretary, Committee for Research and Exploration, National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036)

National Humanities Center: Fellowships to postdoctoral scholars in all humanistic disciplines, including history, to pursue their own research topics. Tenure: mostly for entire academic year; one semester possible. Salary: equivalent to academic salary. (Contact: National Humanities Center, 7 Alexander Drive, Research Triangle Park, N.C. 27709)

National Research Council: Resident, Postdoctoral, and Cooperative Research Associateship awards are offered to scientists at the doctoral level for work at one of more than 30 federally sponsored research laboratories in virtually all of the physical and biological sciences. Tenure is normally 12 months for regular Associates and 3 to 24 months for senior Associates. Stipend: $24,500 to $50,000. (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, D.C. 20418)

National Science Foundation: Many programs. Of special interest: 1. Fellowships for Tenures in Industrialized Countries. Will support U.S. junior and senior scientists wishing to conduct research at foreign institutions of excellence in industrialized countries. Tenure abroad may range from 4 to 12 months. In the case of junior scientists, fellowships may include additional time at the home institution after return to the U.S. (Contact: Mr. Henryk Uznanski, Division of International Programs, address below), 2. Mathematical Sciences Postdoctoral Research Fellowships. Research in pure mathematics, applied mathematics, and statistics. Candidates must have held the doctorate for not more than five years, and have not held a previous NSF Postdoctoral Fellowship. Duration: two academic years and six summer months. Stipend: about $55,000. (Contact: Mathematical Sciences Postdoctoral Research Fellowships, Mathematical Sciences Section, address below), 3. NATO Postdoctoral Fellowships in Science. Study and research at institutions outside the U.S. that are members of NATO. Fields covered include mathematical, physical, medical, biological, engineering, and social sciences. (Contact: Division of Scientific Personnel Improvement, address below), 4. Presidential Young Investigator Awards. Cooperative Research support from government and industry for promising young science and engineering faculty. Nominations made by department heads. Stipends: $25,000 to $62,500 per year; require industrial matching of NSF funds over $25,000. (Contact: Dr. Fred Oettle, Office of Scientific and Engineering Personnel and Education), 5. Visiting Professorships for Women. Enables a woman scientist or engineer to undertake advanced research at a host institution. The research must be in a field normally supported by NSF, and may be conducted independently or in collaboration with others. (Contact: Dr. Margaret Klein, Program Director, NSF Visiting Professorships for Women) For all programs: National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550)

Population Council: Fellowships in the Social Sciences. Fellowships may be awarded in the fields of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. Awards for postdoctoral study are open to scholars who wish to undertake training and research with population specialization. Mid-career study awards are open to scholars with substantial professional experience wishing to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: The Fellowship Secretary, The Population Council, One Dag Hammarskjold Plaza, New York, N.Y. 10017)

The Research Corporation: Cottrell Research Grants. Aid academic scientists in conducting basic research in the physical sciences. Emphasis on support of faculty in early stages of their careers and of "particularly speculative" work of established scientists. Stipend: direct expenses "essential to the prosecution of the research proposed" (have recently ranged from $2,500 to $40,000). (Contact: The Research Corporation, 6840 East Broadway Boulevard, Tucson, Ariz. 85710)

Resources for the Future: 1. Gilbert F. White Fellowship Program. Intended for young professionals who conduct investigations of a social or policy problem in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $24,000. 2. The RFF Small Grants Program Awards on issues related to the environment, natural resources, or energy. Tenure: Between two months and two years. Stipend: maximum of $30,000. 3. Fellowships in the Natural Sciences. Designed to encourage collaboration between natural scientists and social scientists in the analysis of resource and environmental problems. Open to scientists with five or more years of experience. (Contact: Resources for the Future, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036)

The Rockefeller Foundation: 1. Fellowships in the Humanities. The Fellowships have aided scholars whose work advances understanding of the modern world through clarification of the past or direct assessment of the present. For the past several years, the fellowships have been offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and other arts and cultural organizations. These institutions select scholars to receive Rockefeller Foundation Fellowship stipends. They encourage interaction between their permanent experts and the visiting scholars, and they make libraries, special collections, and other facilities available in their specialized areas of research. By providing resident fellowships, the Foundation seeks to make outstanding resources accessible to individual scholars, to stimulate exchange within and between disciplines, and to strengthen emerging areas of inquiry in the humanities. Information about eligibility is available from each host institution. (For a list of host institutions contact: The Rockefeller Foundation, Arts and Humanities Division, 1133 Avenue of the Americas, New York N.Y. 10036) 2. Fellowships in Agriculture, Population, and Rural Development. Preference is given to young social scientists with no experience in international agriculture,

rural development, or population studies. Fellows develop and carry out research for two years at developing country universities, international agricultural research institutions, etc. Stipend: salary of a beginning assistant professor. (Contact: Joseph R. Bookmyer, Manager, Fellowship Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, N.Y. 10036)

Russell Sage Foundation: Postdoctoral Fellowships. Intended for young scholars in the social sciences who have already made a contribution to research and would benefit from a year in which to pursue their research interests full time. Nominations are accepted only from senior scholars, not from the candidates themselves. (Contact: Russell Sage Foundation, 112 East 64th Street, New York, N.Y. 10021)

School of American Research: Resident Scholar Fellowship Program. For advanced (both pre- and post-doctoral) studies in anthropology and related fields, stressing Southwestern studies. Stipend: housing and $650 per month. (Contact: Resident Scholar Program, School of American Research, P.O. Box 2188, Santa Fe, N.M. 87501)

Sigma Xi: The Scientific Research Society: Grants-in-Aid of Research. Research Awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. (Contact: Sigma Xi: The Scientific Research Society, Committee on Grants-in-Aid of Research, 345 Whitney Avenue, New Haven, Conn. 06511)

Alfred P. Sloan Foundation: Sloan Fellowships for Basic Research. For basic research in the physical sciences, economics, and certain interdisciplinary fields such as geochemistry, astrophysics, and neuroscience. Nominations may be submitted by senior scientists who are in a position to identify unusually promising younger colleagues. Candidates must be members of the regular faculty, though in neuroscience advanced postdoctoral fellows may also be considered. The upper age limit for candidates is 32. Stipend: $25,000. (Contact: Program Administrator, Sloan Fellowships for Basic Research, Alfred P. Sloan Foundation, 630 Fifth Avenue, New York, N.Y. 10111)

Smithsonian Institution: Fellowships and Grants. Many programs including Fellowships and Grants in the history of mathematics, physical sciences, medicine, and the history of science in America. (Contact: Catherine F. Harris, Administrative Officer, Office of Fellowships and Grants, The Smithsonian Institution, 955 L'Enfant Plaza, Room 3300, Washington, D.C. 20560)

Social Science Research Council: Postdoctoral Grants for International Research. Research in one country, comparative research between countries in one area and comparative research between areas. Current area programs: Africa, all regions of Asia, and Latin America. (Contact: Social Science Research Council, Fellowships and Grants, 605 Third Avenue, New York, N.Y. 10158)

The Spencer Foundation: 1. Various programs for research in education. (Contact: The Spencer Foundation, 875 North Michigan Avenue, Chicago, Ill. 60611) 2. Junior Fellowship Program for recent recipients of the Ph.D., sponsored by the National Academy of Education. (Contact: Gail Kelley, Spencer Fellowship Program, National Academy of Education, Graduate School of Education, Harvard University, 108 Longfellow Hall, Cambridge, Mass. 02138)

Stanford Humanities Center: External Faculty Fellowships. For both juniors and seniors to spend a year at the Center. Stipend: based on expected academic salary for the year. Seniors encouraged to arrange other financial support. (Contact: Morton Sosna, Associate Director, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, Calif. 94305)

The Tinker Foundation: Tinker Postdoctoral Fellowships and Tinker Field Research Grants. For research in the social sciences, marine sciences, and international relations which contributes to better understanding among the peoples of North America, Latin America, and Iberia. Postdoctoral Fellowships are open to scholars who completed their doctoral studies no less than three years and no more than ten years prior to the time of application. Candidates are required to affiliate themselves for the duration of the Fellowship with an institution other than their home university. Stipend: $25,000. (Contact: The Tinker Foundation, 55 East 59th Street, New York, N.Y. 10022)

Twentieth Century Fund: Research Awards. Commissioned research projects on topics of interest with public policy recommendations, including domestic policies, politics, and economics; urban problems and social issues; communication, science, and technology; U.S. policy in the international arena. Stipend: all reasonable costs. (Contact: Assistant Director for Research, The Twentieth Century Fund, 41 East 70th Street, New York, N.Y. 10021)

UCLA American Indian Studies Center: Fellowships Awards for both recent Ph.D. recipients and senior scholars. Stipends: $18,500 to $21,500 (recent Ph.D. recipient); supplement to sabbatical salary (senior). (Contact: Professor Charles Heth, Director,

American Indian Studies Center, University of California, Los Angeles, 3220 Campbell Hall, Los Angeles, Calif. 90224)

Virginia Center for the Humanities: The Center supports individual and collaborative residencies to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Stipends range up to $3,000 per month; residencies available for one month to one year. (Contact: David Wyatt, Virginia Foundation for the Humanities, 1939 Ivy Road, Charlottesville, Va. 22903)

Ludwig Vogelstein Foundation: Grants will support original projects in the arts and humanities of individuals who do not have access to other sources of support. Stipend: average of $3,000; maximum of $5,000. (Contact: Douglas Blair Turnbaugh, Treasurer, Ludwig Vogelstein Foundation, Inc., P.O. Box 537, New York, N.Y. 10013)

Walker Art Center: Scholars-in-Residence. To give scholars the opportunity to work directly with visual and performing artists in the context of a museum. Fellows will spend at least 50 percent of their time at the museum working with the curators and program directors on special projects related to the Walker Art Center programs. The balance of the scholar's time will be spent pursuing his or her own research at the University of Minnesota, where office space and access to the specialized libraries will be provided. (Contact: Office of the Director, Walker Art Center, Vineland Place, Minneapolis, Minn. 55403)

Wang Institute of Graduate Studies: Chinese Studies Fellowships. Full-time research relating to any period of Chinese Studies. Preference will be given to applications in the humanities and social sciences. Stipend up to $25,000. (Contact: Wang Institute of Graduate Studies, Fellowship Program in Chinese Studies, Tyng Road, Tyngsboro, Mass. 01879)

Weizman Institute of Science: Postdoctoral Fellowships. The Feinberg School of the Weizman Institute offers about 20 one-year postdoctoral fellowships per year in all areas of research in which the Weizman Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Dorothy Schriver, Program Director, Feinberg Graduate School, Weizman Institute of Science, P.O. Box 26, Rehovot 76100, Israel.

Wesleyan University Center for the Humanities: Mellon Postdoctoral Fellowships. The purpose is to promote interdisciplinary interest among younger humanists, to direct their attention to

problems of pedagogy on the undergraduate level, and to associate them with a distinguished teaching and research faculty in their immediate postgraduate years. Open to scholars in any field of humanistic inquiry who have received their Ph.D. degrees within the past three years. Preparation of one course is required; otherwise time is free. Residence in Middletown required. Stipend: $18,000. (Contact: The Director, The Center for the Humanities, Wesleyan University, Middletown, Conn. 06457)

Woodrow Wilson International Center for Scholars: The Center awards fellowships in one broadly defined category: History, Culture, and Society, and five more focused programs: American Society and Politics, Kennan Institute for Advanced Russian Studies, Latin American Program, International Security Studies Program, and East Asia Program. Academic participants must be at the postdoctoral level, and normally will have published a major work beyond the Ph.D. dissertation. The Center provides no laboratory facilities, but welcomes applications from scientists, particularly those writing on philosophical or social issues in science and technology. Fellows will be in residence at the Center for appointments of 4 to 12 months and they must devote full time to the major research project proposed in the application. Stipend: equal to the fellow's income from the previous year. (Contact: Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, D.C. 20560)

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: For completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $10,000 (predoctoral); $20,000 (postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, Va. 22903)

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Addresses and subscription prices are as of January 1986. Prices are for nonmembers of sponsoring organizations, and are for U.S. subscribers.)

AAHE Bulletin (American Association for Higher Education, Suite 600, One Dupont Circle, N.W., Washington, D.C. 20036)

Academe (American Association of University Professors, Suite 500, 1012 14th Street, N.W., Washington, D.C. 20005. $30/year)

Adolescence (Libra Publishers, 4901 Morena Boulevard, Suite 207, San Diego, California 92117. $30/year)

AGB Reports (Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $65/year)

AJCU Higher Education Report (Association of Jesuit Colleges and Universities, Suite 300, 1424 16th Street, N.W., Washington, D.C. 20036)

American Education (U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20036. $10/year)

American Educational Research Journal (P.O. Box 19700, Washington, D.C. 20036. $14/year)

American Indian Quarterly (NAS/3415 Dwinelle Hall, Berkeley, California 94720. $15/year)

American Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, Washington, D.C. 20036. $25/year)

American Journal of Education (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $20/year)

American Journal of Pharmaceutical Education (4630 Montgomery Ave., Suite 201, Bethesda, Maryland 20814. $35/year)

American Journal of Sociology (University of Chicago Press, 1130 E. 59th Street, Chicago, Illinois 60637. $30/year)

American Scholar (Phi Beta Kappa, 1811 Q Street, N.W., Washington, D.C. 20009. $12/year)

American School and University (401 N. Broad Street, Philadelphia, Pennsylvania 19108. $40/year)

American Sociological Review (American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036. $15/year)

Assessment and Evaluation in Higher Education (School of Education, University of Bath, Claverton Down, Bath, BA2 7AY, England. 15 pds./year)

Azlan-International Journal of Chicano Research (Chicano Studies Center Publications, University of California, 405 Hilgard Avenue, Los Angeles, California 90024)

Black Scholar (Black World Foundation, Box 908, Sausalito, California 94965. $16/year)

Business Education Forum (1914 Association Drive, Reston, Virginia 22091)

Business Officer (National Association of College and University Business Officers, Suite 500, One Dupont Circle, N.W., Washington, D.C. 20036)

Canadian Journal of Higher Education (Canadian Society for the Study of Higher Education, 4th Floor, 1512 Slater, Ottawa, Ontario K1P 5H3. $40/year)

CAUSE/EFFECT (CAUSE, 737 29th Street, Boulder, Colorado 80303. $36/year)

Change Magazine (Heldref Publications, 4000 Albemarle Street, Washington, D.C. 20016. $20/year)

Chronicle of Higher Education (1333 New Hampshire Avenue, Washington, D.C. 20036. $46/year)

College and Research Libraries (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611. $35/year)

College and University (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036. $14/year)

College Composition and Communication (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $8/year)

College English (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $30/year)

College Mathematics Journal (Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036. $24/year)

College Store Journal (National Association of College Stores, Inc., 528 E. Lorraine Street, Oberlin, Ohio 44074. $4/year)

College Student Journal (Project Innovation, 1362 Santa Cruz Court, Chula Vista, California 92010. $12/year)

College Teaching (Heldref Foundation, 4000 Albemarle Street, N.W., Washington, D.C. 20016. $25/year)

Collegiate Microcomputer (Rose-Hulman Institute of Technology, Terre Haute, Indiana 47803. $28/year)

Community College Review (310 Poe Hall, North Carolina State University, Raleigh, N.C. 27650. $20/year)

Community, Junior, and Technical College Journal (American Association of Community and Junior Colleges, Suite 410, One Dupont Circle, N.W., Washington, D.C. 20036. $12/year)

Community/Junior College Quarterly of Research and Practice (Hemisphere Publishing Co., 1010 Vermont Avenue, Washington, D.C. 20005. $19.95/year)

Comparative Education Review (University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, Illinois 60637. $28/year)

Compass (Association of Independent Schools and Colleges, Suite 350, One Dupont Circle, N.W., Washington, D.C. 20036)

Continuum (Office of Continuing Education, Ohio State University, 210 Sullivant Hall, 1813 North High Street, Columbus, Ohio 43210. $15/year)

Currents (Publisher Services, Inc., 80 S. Early Street, Alexandria, Virginia 22304. $30/year)

Educational Record (American Council on Education, Suite 800, One Dupont Circle, N.W., Washington, D.C. 20036. $20/year)

Educational Researcher (American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. $12/year)

Educational Studies: A Journal in the Foundations of Education (Managing Editor, 1403 Norman Hall, University of Florida, Gainesville, Florida 32611. $12.50/year)

Engineering Education (American Society for Engineering Education, Suite 200, 11 Dupont Circle, N.W., Washington, D.C. 20036. $32/year)

ERIC/ASHE Research Reports (Association for the Study of Higher Education, Suite 630, One Dupont Circle, N.W., Washington, D.C. 20036). See list of recent titles in Higher Education Books: A Selected Bibliography section of this edition of the *NEA Almanac*.

European Journal of Education (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 1RW, England. $56.50/year)

Government Affairs Bulletin (National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009)

Harvard Educational Review (Business Office, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138. $26/year)

Higher Education (Elsevier Science Publishers, B.V., Box 211, 1000 AE Amsterdam, The Netherlands. $41/year)

Higher Education Administration (Faculty of Educational Studies, State University of New York at Buffalo, Christopher Baldy Hall, Buffalo, New York 14260)

Higher Education Advocate (National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036)

Higher Education Daily (Capitol Publications, Inc., 1300 N. 17th Street, Arlington, Virginia 22209. $413/year)

Higher Education and National Affairs (American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. $30/year)

Higher Education in Europe (European Centre for Higher Education, 39 Stirbei Voda, R-70732 Bucharest, Romania)

Higher Education Review (Tyrrell Burgess Association, Ltd., 34 Sandilands, Croydon, CRO 5DB, England. $20/year)

Higher Education Week (Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, N.W., Washington, D.C. 20036.)

History of Education Quarterly (School of Education, Indiana University, Bloomington, Indiana 47405. $20/year)

History of Higher Education Annual (Graduate School of Education and Human Development, Lattimore Hall, University of Rochester, Rochester, N.Y. 14627. $10/year)

Innovative Higher Education (Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011. $20/year)

International Journal of Institutional Management in Higher Education (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France. $25/year)

Journal of American College Health (2807 Central Street, Evanston, Illinois 60201. $25.50/year)

Journal of American Indian Education (Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona 85281. $8/year)

Journal of Architectural Education (ACSA, 1735 New York Avenue, Washington, D.C. 20006. $20/year)

Journal of Black Studies (Sage Publications, Inc., 275 S. Beverly Hills Drive, Beverly Hills, California 90212. $15/year)

Journal of College Admissions (9933 Lawler Avenue, Skokie, Illinois 60077. $12/year)

Journal of College and University Law (National Association of College and University Attorneys, Suite 620, One Dupont Circle, N.W., Washington, D.C. 20036. $25/year)

Journal of College and University Student Housing (Association of College and University Housing Officers, Argos Center, University of South Florida, Tampa, Florida 33602. $8/year)

Journal of College Placement (College Placement Council, Inc., 65 S. Elizabeth Avenue, Bethlehem, Pennsylvania 18018. $20/year)

Journal of College Science Teaching (Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. $37/5 years)

Journal of College Student Personnel (AACD, 5999 Stevenson Avenue, Alexandria, Virginia 22304. $15/year)

Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036. $25/year)

Journal of Education for Social Work (Council on Social Work Education, 111 Eighth Avenue, New York, N.Y. 10011)

Journal of General Education (Pennsylvania State University Press, 215 Wagner Building, University Park, Pennsylvania 16802. $16.50/year)

Journal of Geography in Higher Education (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 1RW, England. $95/year)

Journal of Higher Education (Ohio State University Press, 1050 Carmack Road, Columbus, Ohio 43210. $20/year)

Journal of Legal Education (Association of American Law Schools, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853. $20/year)

Journal of Medical Education (Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $27.50/year)

Journal of Negro Education (Howard University, Washington, D.C. 20059. $10/year)

Journal of Optometric Education (Association of Schools and Colleges of Optometry, 600 Maryland Avenue, S.W., Suite 410, Washington, D.C. 20024. $10/year)

Journal of Teacher Education (American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036. $15/year)

Journal of Tertiary Educational Administration (Business Manager, A.I.T.E.A., c/o Australian Defense Force Academy, Northcott Drive, Canberra, ACT, 2600, Australia. Australian $12/year)

Journal of the College and University Personnel Association (Suite 120, 11 Dupont Circle, N.W., Washington, D.C. 20036. $24/year)

Journal of the National Association of Women Deans, Administrators, and Counselors (1625 I Street, N.W., Suite 624-A, Washington, D.C. 20006. $24/year)

Journal of the Society of Research Administrators (1505 4th Street, Suite 203, Santa Monica, California 90401. $25/year)

Liberal Education (Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. $19.50/year)

NACADA Journal (National Academic Advising Association, University of Washington, B-36 Padelford (GN-07), Seattle, Washington 98195. $14/year)

NASPA Journal (NASPA Central Office, 160 Rightmire Hall, 1060 Carmack Road, Columbus, Ohio 43210. $15/year)

National Forum: Phi Kappa Phi Journal (Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University, Baton Rouge, Louisiana 70893. $10/year)

New Directions for Community Colleges (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Continuing Education (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $21/year)

New Directions for Higher Education (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Institutional Research (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Program Evaluation (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Teaching and Learning (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Testing and Measurement (Jossey-Bass, Inc. 433 California Street, San Francisco, California 94104. $25/year)

New Universities Quarterly (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England. $26/year)

North Central Association Quarterly (North Central Association of Colleges and Schools, 1540 30th Street, P.O. Box 18, Boulder, Colorado 80306. $7/year)

OECD Observer (Suite 1207, 1750 Pennsylvania Avenue, Washington, D.C. 20006. $11/year)

Paedagogica Historia (Center for the Study of the History of Education, A. Baertsoenkaai, 3, 9000 Ghent, Belgium. $18/year)

Planning for Higher Education (School of Education Building, University of Michigan, Ann Arbor, Michigan 48009. $20/year)

Research in Higher Education (Agathon Press, Inc., Fulfillment Dept., 49 Sheridan Avenue, Albany, N.Y. 12210. $45/year)

Review of Education (Redgrave Publishing Co., 380 Adams Street, Bedford Hills, N.Y. 10507. $34/year)

Review of Educational Research (American Education Research Association, P.O. Box 19700, Washington, D.C. 20036. $14/year)

Review of Higher Education (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $35/year)

Science (American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. $75/year)

Sociology of Education (American Sociological Association, 1722 N. Street, N.W., Washington, D.C. 20036. $21/year)

Studies in Higher Education (Carfax Publishing Co., P.O. Box 25, Abington, Oxfordshire, OX14 1RW. $105/3 years)

Teachers College Record (Teachers College, Columbia University, 525 W. 120th Street, New York, N.Y. 10027. $14/year)

Teaching at a Distance (Director of Marketing, The Open University, P.O. Box 81, Keynes MK7 6AT, England. 14.50 pds./year)

Teaching English in the Two Year College (Department of English, East Carolina University, Greenville, N.C. 27834. $5/year)

Teaching of Psychology (Robert S. Daniel, Editor, McAlester Hall, University of Missouri, Columbia, Missouri 65211. $7/year)

Teaching Political Science (Heldref Publications, 4000 Albemarle Road, N.W., Washington, D.C. 20016. $36/year)

Teaching Sociology (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212. $48/year)

Thought and Action: The NEA Higher Education Journal (National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036). For a description, see page 135 of this Almanac.

Work and Occupations: An International Sociological Journal (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212. $22/year)

Writing Instructor (The Freshman Writing Program, University of Southern California, Los Angeles, California 90089-1291. $12/year)

2. Encyclopedias

American Educator's Encyclopedia, 1982. Short articles defining names and terms "frequently found in the literature of professional education."

International Encyclopedia of Higher Education, 1977. Intended to provide "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in v. 10.

Encyclopedia of Education, 1971. The first of its kind since 1911.

Encyclopedia of Educational Research, 1982. All aspects of education including higher education. Bibliographies, subject index in v. 4.

International Encyclopedia of Education, 1985. Provides an overall view of specific topics in education. Includes bibliographies. Index in v. 10.

3. Indexes and Abstracts

Chronicle of Higher Education publishes a semiannual index (February and August).

The Education Index, 1929-date. Periodical index including some books and annuals. Published monthly except July and August.

ERIC Indexes: *Resources in Education* and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses, each of which is devoted to a special aspect of education (e.g., Higher Education, Educational Management, Reading, and Communications Skills). The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC), Clearinghouse on Higher Education, Suite 630, One Dupont Circle, N.W., Washington, D.C. 20036).

- *Resources in Education*, 1966-date. RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually.

- *Current Index to Journals in Education*, 1969-date. CIJE is a monthly index to periodical articles appearing in approximately 700 education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers, and over 300 journals (Higher Education Abstracts, Claremont Graduate School, 740 North College Avenue, Claremont, California 91711. $45/year)

Index to Anthologies on Postsecondary Education, 1960-1978, 1980. Richard H. Quay, ed.

Research into Higher Education Abstracts, 1967-date. Coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 1RW, England.)

4. Directories:

AACJC Membership Directory: 1986, 1986. American Association of Community and Junior Colleges. (Complements *Who's Who in American Community, Technical, and Junior Colleges 1986*, and *Community, Technical, and Junior College Directory: A Statistical Analysis 1986*.)

Accredited Institutions of Postsecondary Education, 1985-1986, 1986. Sherry S. Harris, ed.

American Universities and Colleges, 1983. American Council on Education, comp.

American Universities and Colleges: A Dictionary of Name Changes, 1978. Alice H. Songe, ed.

Barron's Compact Guide to College Transfer, 1984. Nicholas C. Proia, ed.

Barron's Compact Guide to Colleges, 1983. Barron's Educational Series. "A representative range of distinctive colleges."

Barron's Profiles of American Colleges, 1982. Barron's Educational Series. v.1: *Descriptions of the Colleges*. v.2: *Index to Major Areas of Study*.

Biographical Dictionary of American Educators, 1978.

The Black Student's Guide to Colleges, 1984. Barry Beckham ed.

Chronicle Four-Year College Databook, 1986. Paul Downes, ed.

Chronicle Two-Year College Databook, 1986. Paul Downes, ed.

The College Blue Book, 1983. Macmillan. Five volumes: *Degrees Offered by College and Subject; Narrative Descriptions; Occupational Education; Scholarships, Fellowships, Grants, and Loans; Tabular Data*.

College and University Administrators Directory, 1979-1980, 1980.

The College Handbook: 1986-87, 1986. (College Board).

Commonwealth Universities Yearbook, 1986.

Community, Technical, and Junior College Directory: A Statistical Analysis 1986, 1986. American Association of Community and Junior Colleges. (Complements *AACJC Membership Directory: 1986* and *Who's Who in American Community, Technical, and Junior Colleges 1986*.)

Comparative Guide to American Colleges: For Students, Parents, and Counselors, 1985. James Cass and Max Birnbaum, eds.

The Consortium Directory 1986, 1986. (American Council on Education)

Directory of American Scholars: A Biographical Directory.

Directory of Administrators of Community, Technical, and Junior Colleges, 1984. Holly Jellison, ed.

A Guide to Christian Colleges, 1984. (Christian College Conference).

Guide to Four-Year Colleges 1986, 1985. Andrea E. Lehman, ed. (Peterson's Guides)

Guide to Two-Year Colleges 1987, 1986. Andrea E. Lehman and Eric A. Suber, eds. (Peterson's Guides)

A Guide to Post-Secondary Educational Opportunities for the Learning Disabled, 1981. Dian D. Ridenour and Jane Johnston, eds.

The HEP Higher Education Directory 1987, 1986. Higher Education Publications. Similar to *Education Directory: Colleges and Universities*. (Superintendent of Documents, Government Printing Office, Washington, D.C.), last published in 1981.

Higher Education Directory: 1986-87, 1986. (Council for Advancement and Support of Education).

Higher Education Opportunities for Minorities and Women: Annotated Selection, 1982.

Index of Majors 1986, 1986. College Board.

International Handbook of Universities and Other Institutions of Higher Education, 1987. H.M. Keyes, ed. (International Association of Universities)

Leaders in Education, 1971, 1974.

Lovejoy's College Guide, 1983. Clarence E. Lovejoy, ed.

National College Databank: The College Book of Lists, 1984. Karen C. Hegener, ed. (Peterson's Guides)

The National Faculty Directory, 1987.

Private Colleges and Universities, 1982. John F. Ohles and Shirley F. Ohles, eds.

Research Centers Directory, 1984. Mary Michelle Watkins and James A. Ruffner, eds.

Research Institutions and Learned Societies, 1982. Joseph C. Kiger, ed.

Sourcebook of Equal Educational Opportunity, 1979.

The Where to Find It Guide: Higher Education Information—A Listing of 156 Education Topics and Where to Get Information on Them from 63 Education Associations in Washington, D.C., 1986. (Council for the Advancement and Support of Education)

Who's Who Among Scholars in American Community, Technical, and Junior Colleges, 1986.

Who's Who in American Community, Technical, and Junior Colleges 1986, 1986. American Association of Community, Technical, and Junior Colleges. (Complements *AACJC Membership Directory: 1986* and *Community, Technical, and Junior College Directory: A Statistical Analysis 1986.*)

World List of Universities, 1985. H.M. Keyes ed. (International Association of Universities)

World of Learning.

Yearbook of Higher Education. Institutional listings, financial resources, federal programs, etc., and statistics.

5. Statistical

The Condition of Education, 1986. United States Department of Education, Center for Statistics.

Digest of Education Statistics 1985-1986. United States Department of Education, Center for Statistics.

Fact Book on Higher Education (biennial). Division of Policy Analysis and Research, American Council on Education.

Financial Statistics of Universities and Colleges, 1982-83.

Projections of Educational Statistics. United States Department of Education, Center for Statistics.

Standard Education Almanac. Gerald L. Gutek, ed.

A Statistical Portrait of Higher Education, 1972. Seymour Harris, ed.

6. Bibliographies

Note: ED numbers following a citation indicate that the bibliography is available through ERIC's Resources in Education (see Section 3: "Indexes and Abstracts," above).

Academic Women and Employment Discrimination: A Critical Annotated Bibliography, 1982. Jennie Farley, ed. ED 220 550.

Affirmative Action and Preferential Admissions in Higher Education: An Annotated Bibliography, 1981. Kathryn Swanson, ed.

Alternative Careers for Ph.D.'s in the Humanities. A Selected Bibliography, 1982. Christine F. Donaldson and Elizabeth A. Flynn, eds.

The American College Novel: An Annotated Bibliography, 1981. John E. Kramer, Jr., ed.

American Education: A Guide to Information Sources, 1982. Richard G. Durmin, ed.

American Educational History: A Guide to Information Sources, 1981. Michael W. Sedlak and Timothy Walch, eds.

Annotated Bibliography: Black Student Retention in Higher Education Institutions, 1983. F. Myron Dunston, et al., eds. ED 228 911.

An Annotated Bibliography of Graduate Education Commentary: 1978-1982, 1982. The Council of Graduate Schools in the U.S.

ARBA Guide to Education, 1985. Deborah J. Brewer, ed.

A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present, 1975. Mark Beach, ed. Arranged alphabetically by state. (Complements *A Subject Bibliography of the History of American Higher Education*, 1984. Mark Beach, ed.)

A Bibliographical Guide to Educational Research, 2nd ed., 1980. Dorothea M. Berry, ed.

A Bibliography of American Educational History, 1975. Francesco Cordasco and William W. Brickman, eds.

Bibliography on Proprietary Postsecondary Education 1980, 1980. Mary B. Wine, ed.

Black Access: A Bibliography of Afro-American Bibliographies, 1984. Richard Newman, ed.

Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities, 1978. Frederick Chamberse, ed.

Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data-Based Literature 1950-1980, 1981. Millicent E. Nuver, ed. ED 206 236.

Collective Bargaining in Higher Education and the Professions (annual). National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, New York, N.Y.

Community Colleges: A Bibliography, 1982. Mary Vance, ed.

Comparative Higher Education: Research Trends and Bibliography, 1979. Philip G. Altbach, ed.

Documentation in Education, 1967. Arvid J. Burke and Mary A. Burke, eds.

The Education of Poor and Minority Children, 1981. Meyer Weinberg, comp. Includes section on "Higher Education."

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography, 1982. Jeff E. Smith, ed. ED 216 667.

The Financing of Higher Education: A Bibliographic Handbook, 1984. Richard H. Quay and Peter P. Olevnik, eds.

Guide to the Literature of Education, 1975. Michael Humby, ed. Published at the University of London, strong in European sources.

Guide to the Literature of Student Financial Aid, 1978. Jerry S. Davis and William D. Van Deusen, eds.

A Guide to Reference Sources in Higher Education, 1979. Peter P. Olevnik, ed. ED 180 288.

A Guide to Sources of Educational Information, 2nd ed., 1982. Marda Woodberry, ed.

Handbook of College and University Administration, 1970. Asa Knowles, ed.

Higher Education: Handbook of Theory and Research, 2 vols. 1985, 1986. John C. Smart, ed.

Higher Education Finance: An Annotated Bibliography and Guide to Research, 1984. Edward R. Hines and John McCarthy, eds.

Higher Education Literature: An Annotated Bibliography, 1981. Jane N. White and Collins W. Burnett, eds.

Higher Education Planning: A Bibliographic Handbook, 1979. D. Kent Halstead, ed.

Higher Education: A Bibliographic Handbook, 2 vols., 1981, 1984. D. Kent Halstead, ed.

International Bibliography of Comparative Education, 1981. Philip G. Altbach, Gail P. Kelly, and David H. Kelly, eds.

Library Research Guide to Education, 1979. James R. Kennedy, ed.

Minority Access to Professional Education: A Selected Bibliography, 1981. New York State Education Department. ED 221 084.

The Minority Student in Higher Education: An Annotated Bibliography, 1982. Nubra E. Floyd, ed. ED 237 042.

Research in Higher Education: A Guide to Source Bibliographies, 2nd ed., 1985. Richard H. Quay, ed.

Resources for Affirmative Action: An Annotated Directory of Books, Periodicals, Films, Training Aids, and Consultants on Equal Opportunity, 1982. Joan B. Cannon and Ed Smith, eds.

Sociology of Education: A Guide to Information Sources, 1979. Francesco Cordasco and David N. Alloway, eds.

The Source Book for Higher Education, 1973. Warren W. Willingham, ed.

"Sources and Information: Women in the Community College," 1981. In *Women in Community Colleges*. Judith S. Eaton, ed.

State Boards of Higher Education: A Bibliography, 1980. Richard H. Quay, ed.

A Subject Bibliography of the History of American Higher Education, 1984. Mark Beach, ed. (Complements *A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present*, 1975. Mark Beach, ed.)

U.S. Higher Education: A Guide to Information Sources, 1980. Franklin Parker and Betty J. Parker, eds.

Women's Education—A World View: Annotated Bibliography of Books and Reports, 1981. Franklin Parker and Betty J. Parker, eds.

Women's Education in the United States: A Guide to Information Sources, 1979. Kay S. Wilkens, ed.

The World's Students in the United States: A Review and Evaluation of Research on Foreign Students, 1976. Seth Spaulding and Michael J. Flack, eds.

7. Funding Sources

A. Books

Annual Register of Grant Support. Arranged by subject categories subdivided by discipline. Includes subject and geographic indexes.

Awards, Honors, Prizes. Paul Wasserman, ed. Details of over 5,200 awards and prizes. Excluded are fellowships and scholarships, local and regional awards.

The Complete Grants Sourcebook for Higher Education, 1985. David G. Bauer, ed.

Corporate 500: The Directory of Corporate Philanthropy.

Corporate Foundation Profiles.

Directory of Biomedical Grants and Health Care Grants, 1985.

Directory of Grants in the Humanities, 1986.

Directory of Grants in the Physical Sciences, 1986.

Directory of Research Grants, 1986: Descriptions of more than 2,000 programs; indexes by subject and type of sponsoring organization. Brief articles, including one on proposal development.

Foundations, Grants and Fund-Raising: A Selected Bibliography, 1976. Charlotte Georgi, ed.

The Foundation Directory: Data on over 2,500 foundations accounting for 90 percent of all U.S. foundation assets and 80 percent of all giving. Arranged alphabetically with an index. The fifth edition contains articles entitled "What Makes a Good Proposal?" and "What Will a Foundation Look for When You Submit a Grant Proposal?"

Foundation Grants to Individuals, 1982. The Foundation Center.

Foundation Grants Index. Cumulates grants in *Foundation News*.

Funding for Anthropological Research, 1986.

Grants and Fellowships of Interest to Historians, 1986. (American Historical Association)

The Grants Register, 1985-87.

Guide to Federal Funding for Social Scientists.

International Foundation Directory.

Lively Arts Information Directory, 1982. Part 3 gives a subject index to government grant programs in the arts. Part 4 lists private foundations by name, by geographic area, and by subject.

National Directory of Arts Support by Private Foundations, 1980.

National Data Book. The Foundation Center.

New York State Foundation Directory.

Taft Foundation Reporter.

World Dictionary of Awards and Prizes. 2 vols.

B. Periodicals and Newsletters

ARIS Funding Messengers: Biomedical Science Report, Creative Arts and Humanities, Social and Natural Sciences Report.

The Blue Sheet.

Commerce Business Daily.

Corporate Giving Watch.

Federal Grants and Contracts Weekly.

Federal Register. Issued four times a week. The most current published source of government grant information.

Federal Research Report.

Foundation Giving Watch.

Foundation News.

High Tech Materials Alert.

Intergovernmental News Update.

Medical Research Funding Bulletin.

National Science Foundation Bulletin.

NIH Guide for Grants and Contracts.

NIH Week.

Research Monitor.

Science and Government Report.

Accrediting Bodies In Higher Education

Accrediting is a process of institutional and program recognition relied upon by governmental agencies, voluntary organizations, faculty, students, and the community for assuring institutional and programmatic quality. The accrediting bodies themselves are recognized and reviewed by the Council on Postsecondary Accreditation, with offices in Washington, D.C. COPA divides accrediting bodies into "assemblies": the Assembly of Institutional Accrediting Bodies composed of five national and nine regional bodies that accredit total operating units, and the Assembly of Specialized Accrediting Bodies composed of 36 bodies that accredit in one profession or occupation. Below: a list of the bodies and their jurisdictions as recognized by COPA.

I. Assembly of Institutional Accrediting Bodies

A. National Institutional Accrediting Bodies

BIBLE: American Association of Bible Colleges, Commission on Accrediting. Jurisdiction: "... colleges that offer degrees aimed at preparing students for Christian ministries through Biblical, church/vocational, and general studies." (Randall E. Bell, Executive Director, P.O. Box 1523, 130-F North College Street, Fayetteville, Ark. 72701. 501-521-8164)

BUSINESS: Association of Independent Colleges and Schools, Accrediting Commission. Jurisdiction: "... private junior and senior colleges of business, and private business schools." (James M. Phillips, Executive Director, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036. 202-659-2460)

HOME STUDY: National Home Study Council, Accrediting Commission. Jurisdiction: "..home study institutions." (William A. Fowler, Executive Secretary, 1601 Eighteenth Street, N.W., Washington, D.C. 20009. 202-234-5100)

THEOLOGY: Association of Theological Schools in the United States and Canada, Commission on Accrediting. Jurisdiction: "...graduate professional schools or seminaries, and graduate programs in theology." (Leon Pacala, Executive Director, 42 East National Road, P.O. Box 130, Vandalia, Ohio 45377. 513-898-4654)

TRADE AND TECHNICAL: National Association of Trade and Technical Schools, Accrediting Commission. Jurisdiction: "... private trade and technical schools." (Dorothy Coyne Fenwick, Executive Secretary, 2251 Wisconsin Avenue, N.W., Suite 200, Washington, D.C. 20007. 202-333-1021)

B. Regional Institutional Accrediting Bodies

MIDDLE STATES: Middle States Association of Colleges and Schools, Commission on Higher Education. Jurisdiction: "... degree-granting programs which offer one or more postsecondary educational programs of at least one academic year in length; Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands, the Republic of Panama, and several institutions in Europe serving primarily U.S. students." (Robert Kirkwood, Executive Director, 3624 Market Street, Philadelphia, Pa. 19104. 215-662-5606)

NEW ENGLAND: New England Association of Schools and Colleges, Commission on Institutions of Higher Education. Jurisdiction: "... institutions that award bachelor's, master's, or doctor's degrees; and two-year institutions which include in their offerings degrees in liberal arts or general studies; Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont." (Charles M. Cook, Director of Evaluation, The Sanborn House, 15 High Street, Winchester, Mass. 01890. 617-729-6762)

New England Association of Schools and Colleges, Commission on Vocational, Technical, and Career Institutions. Jurisdiction: "... one or two-year institutions which offer general and specialized programs that lead to career opportunities; Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont." (Daniel S. Maloney, Director of Evaluation, The Sanborn House, 15 High Street, Winchester, Mass. 01890. 617-729-6762)

NORTH CENTRAL: North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Jurisdiction: "... institutions of higher education offering academic programs of at least one year in length; Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South

Dakota, West Virginia, Wisconsin, Wyoming." (Thurston E. Manning, Director, 159 North Dearborn Street, Chicago, Ill. 60601. 312-263-0456)

NORTHWEST: Northwest Association of Schools and Colleges, Commission on Colleges. Jurisdiction: "...postsecondary institutions with programs of at least one academic year; Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington." (James F. Bemis, Executive Director, 3700-B University Way, N.E., Seattle, Wash. 98105. 206-543-0195)

SOUTHERN: Southern Association of Colleges and Schools, Commission on Colleges. Jurisdiction: "...postsecondary, degree-granting institutions; Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia." (James T. Rogers, Executive Director, 795 Peachtree Street, N.E., Atlanta, Ga. 30365. 404-897-6126)

Southern Association of Colleges and Schools, Commission on Occupational Education Institutions. Jurisdiction: "...postsecondary, nondegree-granting institutions; Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia." (Kenneth W. Tidwell, Executive Director, 795 Peachtree Street, N.E., Atlanta, Ga. 30365. 404-897-6163)

WESTERN: Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. Jurisdiction: "...institutions which offer one or more educational programs of at least one academic year in length at the postsecondary level; California, Hawaii, Guam, and other areas of the Pacific." (John C. Petersen, Executive Director, P.O. Box 70, 9053 Soquel Drive, Aptos, Calif. 95003. 408-688-7575)

Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. Jurisdiction: "...institutions which offer one or more educational programs of at least one academic year in length beyond the first two years of college; California, Hawaii, Guam, and other areas of the Pacific." (Kay J. Andersen, Executive Director, P.O. Box 9990, Mills College, Oakland, Calif. 94613. 415-632-5000)

II. Assembly of Specialized Accrediting Bodies

ALLIED HEALTH: American Medical Association, Committee on Allied Health Education and Accreditation. Jurisdiction: Recognized as the umbrella body for the 17 review committees listed immediately below. (John J. Fauser, Director, Division of

Allied Health Education and Accreditation, American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 312-645-4660)

American Association of Blood Banks, Committee on Accreditation of Specialist in Blood Bank Schools. Profession: specialist in blood bank technology. (Deborah Butler Newman, Program Coordinator, 1117 North 19th Street, Suite 600, Arlington, Va. 22209. 703-528-8200)

Joint Review Committee on Education in Cardiovascular Technology. Profession: cardiovascular technologist. (David J. Feild, Director, Special Projects, American College of Cardiology, Heart House, 9111 Old Georgetown Road, Bethesda, Md. 20814. 301-897-5400)

American Society of Cytology, Cytotechnology Programs Review Committee. Profession: cytotechnologist. (Shirley Indictor, Secretary, CPRC, American Society of Cytology Health Science Center, 130 South 9th Street, Suite 810, Philadelphia, Pa. 19107. 215-922-3880)

Joint Review Committee on Education in Diagnostic Medical Sonography. Profession: diagnostic medical sonographer. (Marilyn Fay, Executive Director, 111 North Canal Street, Suite 525, Chicago, Ill. 60606-7203. 312-902-1109)

Joint Review Committee on Education in EEG Technology. Profession: electroencephalographic technologist. (Mary Jo Martin, Executive Secretary, 1233 Sande Hill Place, Augusta, Ga. 30909. 404-828-4533)

Joint Review Committee on Educational Programs for the EMT-Paramedic. Profession: emergency medical technician-paramedic. (Philip von der Heydt, Executive Secretary, 1701 West Euless Boulevard, Suite 200, Euless, Texas 76040. 817-283-2836)

National Accrediting Agency for Clinical Laboratory Science. Profession: histologic technician/technologist; medical laboratory technician (associate degree); medical laboratory technician (certificate); medical technologist. (Executive Director, 547 West Jackson Boulevard, Suite 608, Chicago, Ill. 60606. 312-461-0333)

American Association of Medical Assistants, Curriculum Review Board. Profession: medical assistant. (Nancy Roadcap, Accreditation Coordinator, 20 North Wacker Drive, Suite 1575, Chicago, Ill. 60606. 312-899-1500)

American Medical Record Association, Council on Education. Profession: medical record administrator; medical record technician. (Jackie Whitmore, Director, Academic Division, 875 North Michigan Avenue, Suite 1850, Chicago, Ill. 60611. 312-787-2672)

Joint Review Committee on Educational Programs in Nuclear Medicine Technology. Profession: nuclear medicine technologist. (Elaine Cuklanz, Executive Director, 445 South 300 East, Salt Lake City, Utah 84111. 801-355-9628)

American Occupational Therapy Association, Accreditation Committee. Profession: occupational therapist. (Betsy Ranslow, Director, Credentialing Division, 1383 Piccard Drive, Suite 300, Rockville, Md. 20850. 301-948-9626)

Joint Review Committee on Educational Programs for the Ophthalmic Medical Assistant. Profession: ophthalmic medical assistant. (Joint Commission on Allied Health Personnel in Ophthalmology, 1812 North St. Paul Road, St. Paul, Minn. 55109. 612-770-9775)

Joint Review Committee for Perfusion Education. Profession: perfusionist. (LeRoy Ferries, Chairman, JRCPE, Marshfield Clinic, 1000 North Oak Avenue, 2C-1, Marshfield, Wis. 54449. 715-387-5036)

Joint Review Committee on Educational Programs for Physician Assistants. Profession: physician assistant; surgeon's assistant. (L.M. Detmer, Secretary, JRCPA, American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 312-645-4623)

Joint Review Committee on Education in Radiologic Technology. Profession: radiation therapy technologist; radiographer. (Executive Director, 111 North Canal Street, Suite 525, Chicago, Ill. 60606-7203. 312-902-1100)

Joint Review Committee for Respiratory Therapy Education. Profession: respiratory therapist; respiratory therapy technician. (Philip von der Heydt, Executive Director, 1701 West Euless Boulevard, Suite 200, Euless, Texas 76040. 817-283-2835)

Joint Review Committee on Education for the Surgical Technologist. Profession: surgical technologist. (Sheila Berglund, Secretary-Treasurer, JRCST, Association of Surgical Technologists, 8307 Shaffer Parkway, Littleton, Colo. 80127. 303-978-9010)

ARCHITECTURE: National Architectural Accrediting Board. Jurisdiction: "...first professional degree programs." (John M. Maudlin-Jeronimo, Executive Director, 1735 New York Avenue, N.W., Washington, D.C. 20006. 202-783-2007)

ART AND DESIGN: National Association of Schools of Art and Design, Commission on Accreditation. Jurisdiction: "...institutions and units within institutions which offer degree programs in art, design, and art/design related disciplines; also nondegree-granting institutions." (Samuel Hope, Executive Director, 11250 Roger Bacon Drive, Suite 5, Reston, Va. 22090. 703-437-0700)

BUSINESS ADMINISTRATION, MANAGEMENT, AND ACCOUNTING: American Assembly of Collegiate Schools of Business, Accreditation Council. Jurisdiction: "...bachelor's and master's degree programs in administration, management, and accounting." (William K. Laidlaw, Jr., Executive Vice President, 605 Old Ballas Road, Suite 220, St. Louis, Mo. 63141. 314-872-8481)

CHIROPRACTIC EDUCATION: The Council on Chiropractic Education, Commission on Accreditation. Jurisdiction: "...institutions offering first professional degrees in chiropractic." (Ralph G. Miller, Executive Vice President, 3209 Ingersoll Avenue, Des Moines, Iowa 50312. 515-255-2184)

CONSTRUCTION EDUCATION: American Council for Construction Education, Accreditation Committee. Jurisdiction: "...baccalaureate programs in construction, construction science, construction management, and construction technology." (Robert M. Dillon, Executive Vice President, 1015 15th Street, N.W., Suite 700, Washington, D.C. 20005. 202-347-5875 or 301-593-7284)

DENTISTRY AND DENTAL AUXILIARY PROGRAMS: American Dental Association, Commission on Dental Accreditation. Jurisdiction: "....first professional programs in dental education; advanced specialty programs; general practice residency; and degree and certificate programs in dental auxiliary education." (Mario V. Santangelo, Secretary, 211 East Chicago Avenue, Chicago, Ill. 60611. 312-440-2708)

DIETETICS: The American Dietetic Association, Commission on Accreditation. Jurisdiction: "...coordinated baccalaureate programs in dietetics and postbaccalaureate internship programs." (Barbara Bobeng, Assistant Executive Director, Division of Education and Research, 430 North Michigan Avenue, Chicago, Ill. 60611. 312-280-5093)

ENGINEERING: Accreditation Board for Engineering and Technology, Engineering Accreditation Commission; Technology

accreditation Commission; Related Educational Accreditation Commission. Jurisdiction: "... professional engineering programs at the basic (baccalaureate) and advanced (master's) level as determined by each institution; baccalaureate programs in engineering technology; and two-year (associate degree) programs in engineering technology." (David R. Reyes-Guerra, Executive Director, 345 East 47th Street, New York, N.Y. 10017. 212-705-7685)

FORESTRY: Society of American Foresters, Committee on Accreditation. Jurisdiction: "... first professional degree programs, baccalaureate or higher, in forestry. (P. Gregory Smith, Coordinator, Educational and Professional Standards, 5400 Grosvenor Lane, Bethesda, Md. 20814. 301-897-8720)

HEALTH SERVICES ADMINISTRATION: Accrediting Commission on Education for Health Services Administration. Jurisdiction: "... graduate programs in health services administration, health planning, and health policy analysis." (David F. Bergwall, Executive Secretary, 1911 North Fort Myer Drive, Suite 503, Arlington, Va. 22209. 703-524-0511)

HOME ECONOMICS: American Home Economics Association, Council for Professional Development. Jurisdiction: "... units offering baccalaureate degree programs." (Helen Grove, Director, Office of Professional Education, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036. 202-862-8355)

INTERIOR DESIGN: Foundation for Interior Design Education Research, Committee on Accreditation. Jurisdiction: "... programs from the junior college through the graduate level in interior design and interior architecture." (Edna V. Kane, Executive Director, 322 Eighth Avenue, Suite 1501, New York, N.Y. 10001. 212-929-8366)

JOURNALISM: Accrediting Council on Education in Journalism and Mass Communication. Jurisdiction: "... units and programs leading to undergraduate and graduate (master's) degrees in journalism and mass communications." (Susanne Shaw, School of Journalism, Stauffer-Flint Hall, University of Kansas, Lawrence, Kans. 66045. 913-864-3973)

LANDSCAPE ARCHITECTURE: American Society of Landscape Architects, Landscape Architectural Accrediting Board. Jurisdiction: "... first professional programs at the bachelor's or master's level." (Director of Education and Research, 1733 Connecticut Avenue, N.W., Washington, D.C. 20009. 202-466-7730)

LAW: American Bar Association, Council of the Section of Legal Education and Admissions to the Bar. Jurisdiction: "... pro-

grams leading to the first professional degree in law, and advanced degrees in law." (James P. White, Consultant on Legal Education, 735 West New York Street, Room 237, Indianapolis, Ind. 46202. 317-264-8071)

Association of American Law Schools, Accreditation Committee. Jurisdiction: "... programs leading to the first professional degree in law." (Millard H. Ruud, Executive Director, One Dupont Circle, N.W., Suite 370, Washington, D.C. 20036. 202-296-8861)

LIBRARIANSHIP: American Library Association, Committee on Accreditation. Jurisdiction: "... first professional degree programs for librarianship." (Elinor Yungmeyer, Accreditation Officer, 60 East Huron Street, Chicago, Ill. 60611. 312-944-6780)

MEDICAL ASSISTANT AND MEDICAL LABORATORY TECHNICIAN: Accrediting Bureau of Health Education Schools, Board of Commissioners. Jurisdiction: "... diploma, certificate, and associate degree programs for medical assistants and medical laboratory technicians." (Hugh A. Woosley, Administrator, Oak Manor Offices, 29089 U.S. 20 West, Elkhart, Ind. 46514. 219-293-0124)

MEDICINE: American Medical Association and *Association of American Medical Colleges*, Liaison Committee on Medical Education. Jurisdiction: "... programs leading to first professional degree in medicine and programs in the basic medical sciences." (In odd-numbered years beginning each July 1st contact: Edward S. Petersen, Secretary, Council on Medical Education, American Medical Association, 636 North Dearborn Street, Chicago, Ill. 60610. 312-761-6310) (In even-numbered years beginning each July 1st contact: J.R. Schofield, Secretary, Association of American Medical Colleges, One Dupont Circle, N.W., Suite 200, Washington, D.C. 20036. 202-828-0670)

MUSIC: National Association of Schools of Music, Commissions on Undergraduate Studies, Graduate Studies, Community/Junior Colleges, and Non-Degree-Granting Institutions. Jurisdiction: "... institutions and units within institutions which offer degree programs in music and music-related disciplines; also nondegree-granting institutions." (Samuel Hope, Executive Director, 11260 Roger Bacon Drive, Suite 6, Reston, Va. 22090. 703-437-0700)

NURSE ANESTHESIA: American Association of Nurse Anesthetists, Council on Accreditation of Nurse Anesthesia Educational Programs/Schools. Jurisdiction: "... generic nurse anesthesia educational programs/schools." (Doris A. Stoll, Executive Staff Secretary, 216 Higgins Road, Park Ridge, Ill. 60068. 312-692-7050)

NURSING: National League for Nursing, Boards of Review for Baccalaureate and Higher Degree, Associate Degree, Diploma, and Practical Nursing Programs. Jurisdiction: "...associate, baccalaureate, and higher degree programs; also diploma and practical nurse programs." (Carl H. Miller, Director of Accreditation Services, 10 Columbus Circle, New York, N.Y. 10019. 212-582-1022)

OPTOMETRY: American Optometric Association, Council on Optometric Education. Jurisdiction: "...professional programs in optometry and optometric technology." (Ellis Smith, Executive Secretary, 243 North Lindbergh Boulevard, St. Louis, Mo. 63141. 314-991-4100)

OSTEOPATHIC MEDICINE: American Osteopathic Association, Committee on Colleges, Bureau of Professional Education. Jurisdiction: "...first professional degree programs in osteopathic medicine." (Douglas Ward, Secretary, 212 East Ohio Street, Chicago, Ill. 60611. 312-280-5800)

PHARMACY: American Council on Pharmaceutical Education. Jurisdiction: "...first professional degree programs (baccalaureate or doctoral) in pharmacy." (Daniel A. Nona, Executive Director, 311 West Superior Street, Suite 512, Chicago, Ill. 60610. 312-664-3575)

PHYSICAL THERAPY: American Physical Therapy Association, Commission on Accreditation in Education. Jurisdiction: "...first professional degree programs for the physical therapist, and programs for the physical therapy assistant." (Pat Yarbrough, Director, Department of Educational Affairs, Transpotomac Plaza, 1111 North Fairfax Street, Alexandria, Va. 22314. 703-684-2782)

PODIATRY: American Podiatric Medical Association, Council on Podiatric Medical Education. Jurisdiction: "...first professional degree programs in podiatric medicine." (Director, 20 Chevy Chase Circle, N.W., Washington, D.C. 20015. 202-537-4970)

PSYCHOLOGY: American Psychological Association, Committee on Accreditation. Jurisdiction: "...doctoral programs in professional specialties of psychology and predoctoral internship training programs in professional psychology." (Paul D. Nelson, Administrative Officer for Accreditation, 1200 Seventeenth Street, N.W., Washington, D.C. 20036. 202-955-7671)

PUBLIC HEALTH: Council on Education for Public Health. Jurisdiction: "...graduate schools of public health and master's degree programs outside schools of public health in community health education and community health preventive medicine." (Patricia Evans, Executive Director, 1015 Fifteenth Street, N.W., Suite 403, Washington, D.C. 20005. 202-789-1050)

RABBINICAL AND TALMUDIC EDUCATION: Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission. Jurisdiction: "... rabbinical and Talmudic schools which offer rabbinical degrees, ordination, and appropriate undergraduate and graduate degrees in the field of rabbinical and Talmudic education." (Bernard Fryshman, Executive Director, 175 Fifth Avenue, Room 711, New York, N.Y. 10010. 212-477-0950)

REHABILITATION COUNSELING: Council on Rehabilitation Education, Commission on Standards and Accreditation. Jurisdiction: "... master's degree programs in rehabilitation counseling." (Charline McGrath, Executive Director, 185 North Wabash Street, Room 1617, Chicago, Ill. 60601. 312-346-6027)

SOCIAL WORK: Council on Social Work Education, Commission on Accreditation. Jurisdiction: "... baccalaureate and master's degree programs in social work." (Nancy Randolph, Director, Division of Education Standards and Accreditation, 1744 R Street, N.W., Washington, D.C. 20036. 202-667-2300)

SPEECH PATHOLOGY AND AUDIOLOGY: American Speech-Language-Hearing Association, Educational Standards Board. Jurisdiction: "... master's degree programs in speech-language pathology and/or audiology." (Billie Ackerman, Director, Education Division, 10801 Rockville Pike, Rockville, Md. 20852. 301-897-5700)

TEACHER EDUCATION: National Council for Accreditation of Teacher Education. Jurisdiction: "... baccalaureate and graduate degree programs for the preparation of teachers and other professional school personnel." (Richard C. Kunkel, Director, 1919 Pennsylvania Avenue, N.W., Suite 202, Washington, D.C. 20006. 202-466-7496)

VETERINARY MEDICINE: American Veterinary Medical Association, Council on Education. Jurisdiction: "... first professional degree programs in veterinary medicine." (R. Leland West, Director of Scientific Activities, 930 North Meacham Road, Schaumburg, Ill. 60196. 312-885-8070)

SOURCE: Council on Postsecondary Accreditation. *The Balance Wheel for Accreditation: Annual Directory, 1986*, pp. 20-33.

NEA and Higher Education

NEA Policy Statements On Higher Education

In higher education, as in all education, the mid-1980s have been a time of reform ferment. Last year, a special seven-person Advisory Group to the NEA Executive Committee on Reform in Higher Education reviewed basic NEA policies in light of the questions and concerns raised by the higher education reform movement.

The report of this special panel will be mailed to all NEA members in higher education as a special issue of the NEA Higher Education Advocate.

The Advisory Group report covers 11 different reform issues: curriculum reform, student assessment, academic and intellectual freedom, access to higher education, faculty governance, evaluation of faculty, professional compensation, graduate and professional education, accreditation, vocational education, and the exploitation of student athletes.

In all these areas, the report elaborates on and adds to existing NEA policies as set by the delegates elected to the annual NEA Representative Assembly.

The full text of NEA policies adopted by the Representative Assembly appears in Resolutions, Legislative Program and New Business: 1986-87, *a booklet available from NEA at 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Below: a summary of those policies that relate to higher education.*

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

A. General

Higher Education (B-6)

The National Education Association supports higher education as an essential part of the education process. The Association

believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 86)

B. National Issues

Federal Financial Support for Education (A-8)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arises from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.... (83, 86)

Higher Education Research and Study Grants (B-7)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate

nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Rural Education (A-18)

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America....

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.... (76, 85)

American Indian/Alaska Native Education (B-16)

The National Education Association recognizes that the complexity and diversity of needs of American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing and maintaining adequate and equal educational programs that preserve the rich heritage of their cultures....

The Association supports programs that provide for....

Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs.

American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions.... (76, 86)

Chicano-Hispano Self-Determination in Education (B-17)

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture....

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.... (72, 86)

Black Higher Education Institutions (H-5)

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

C. Campus Issues

Credit-Hour Evaluation (B-52)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Misuse of Part-Time Faculty (E-16)

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

D. Teacher Preparation

Teacher Preparation Programs: Entry (C-7)

The National Education Association believes its affiliates should take immediate steps to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as

recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 85)

Teacher Preparation Programs: Content and Evaluation (C-8)

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing K–12 teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are certified and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment and certification

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level specialty, reading, research and information skills, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 86)

Teacher Preparation Programs: Student Teaching (C-9)

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines

for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 86)

Teacher Preparation Programs: Professional Participation (C-10)

The National Education Association believes its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

Vocational Education (B-27)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students....

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs.... (76, 86)

Technology in the Educational Process (B-56)

The National Education Association recognizes the advancement and application of instructional technology and high-

technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.... (81, 86)

The NEA Legislative Program for the 100th Congress: Specific Provisions for Postsecondary Education

First Tier: NEA Priority Legislative Initiatives

I. Increased Federal Funding for Education

NEA ... supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

II. Collective Bargaining

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established minimum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of NEA's legislative effort should be to secure congressional action under the Commerce Power, although other relevant sources of congressional power—including the Spending Power—should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools and colleges and universities remains constant. The Action Plan for collective bargaining in support of this commitment will be reassessed on a continuing basis.

Second Tier: Current Priority Congressional Issues

VIII. Postsecondary Education

- Federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions
- Development of the nation's intellectual capital
- Development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions
- Promotion of research and the development of knowledge
- Preservation of institutional vitality
- Assurance of equality of educational opportunity
- Assurance of equal treatment for two- and four-year institutions
- Assurance of the welfare, economic security, and professional development of all postsecondary members.

New Higher Education Business Adopted By the 1986 NEA Representative Assembly

Support for Chapters of Student Members

An NEA taskforce, or an appropriate ad hoc body, shall be established to provide, in conjunction with state and local affiliates, guidance to local associations so that those locals may coordinate their professional contact, liaison, encouragement, promotion, and support of local college and university chapters of student members of state associations and NEA Student members in the local association's geographic area.

The Exploitation of Student Athletes

The NEA, through its president, shall correspond by letter as soon as possible with all college and university presidents, the National Collegiate Athletic Association and National Association of Intercollegiate Athletics, and the public at large to express the deep and serious concern of America's educators with the increasing evidence of the exploitation of student athletes.

In addition, the president shall, through appropriate committees, implement strategies for approaching and initiating collaborative efforts to work with other organizations and institutions to discourage and eliminate the blatant use, misuse, and exploitation of elementary and secondary school and college athletes.

NEA's concerns include but are not limited to the issues of drug and chemical abuse among athletes and failure of institutions to provide adequate career, athletic, and personal counseling services to athletes.

The NEA shall communicate its concerns in this area to members and the public at large and shall report to the 1987 Representative Assembly on its progress in this area.

Redirection of National Priorities

The NEA will work with other organizations, including unions, which advocate a redirecting of national priorities in order to build a movement for funding education. Also, NEA will publicize on an ongoing basis in *NEA NOW*, *NEA Today*, and the *Higher Education Advocate* how money presently being spent in the federal and state budgets could be used for funding education.

The Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Standing Committee on Higher Education: Membership, September 1986

James M. Davenport, chairperson,
Washtenaw Community College, Michigan

Janell Beebe, Chemeketa Community College, Oregon

Byron W. Bender, University of Hawaii

Glenn C. Bowman, secondary representative,
Fairfax County Public Schools, Virginia

John H. Bracey, Jr., University of Massachusetts

Betty J. Cunningham, elementary representative,
Richland County Public Schools, South Carolina

C. Stewart Doty, University of Maine

David A. Jerde, St. Cloud State University, Minnesota

VirginiaAnn Shadwick, San Francisco State University, California

Gerald W. Waldrop, Gadsden State Community College, Alabama

Roy C. Weatherford, University of South Florida

Daria P. Winter, University of the District of Columbia

Rosemary S. Irwin, Kentucky, student representative

Staff Liaison Kristeen Hanselman, Manager
Gerie Bledsoe, Coordinator

Grant Programs of NFIE

The National Foundation for the Improvement of Education (NFIE) was created in 1969 by the National Education Association as a 501(c)(3), nonprofit, tax-exempt, educational and charitable foundation. Its chartered mission is "to improve the quality of education available to citizens of the United States and other countries."

In 1985 NFIE redesigned its focus to better fulfill its mission by becoming a grant-giving foundation. NFIE now operates several grants programs of interest to higher education and other members of the NEA. Higher education members ar eligible to apply for each of the following:

- *Operation Rescue*—deadline: May 1, 1987—amounts to $50,000 total for up to two years.

Local association may apply, whether that association is a higher education or K-12 affiliate. The focus is on action-oriented dropout prevention programs, primarily for K-12 students, but may involve substantial effort of higher education affiliate working with K-12 teachers and students.

- *Carr Grants Program*—deadline: February 1, annually—one grant per year for $2,500.

Individual members, teams of members, or local Association may apply. The focus is on projects in international understanding, global education, or peace.

- *Hilda Maehling Fellowship Program*—deadline: December 1, annually—grants up to $2,500 for one year.

Individual members, teams of members, and local Associations may apply. The focus is on professional development activities that increase members' capabilities of meeting educational needs of students or professional organization activities.

● *Christa McAuliffe American Education Fund*—deadline: April 15, annually.

Guidelines for application now under development, will be published February 1987.

Further information on each grant program is available from NFIE by telephone—202-822-7840—or by letter to NFIE, 1201 16th Street, N.W., Washington, D.C. 20036.

The NEA Higher Education Journal

Published biannually, Thought and Action *is the National Education Association's journal of higher education. With editorial responsibility residing in a Review Panel of eight working faculty from across the nation,* Thought and Action *publishes articles that "present the kind of intelligent dialogue (more accurately polylogue) that unsettles presuppositions, shakes loose comfortable assumptions, and generates responsible thought and action." The journal welcomes submissions from faculty on higher education topics, as well as nominations for positions on the Review Panel.*

Thought and Action Review Panel: 1986-1987

Angel Amy-Moreno
Department of Social Sciences
Roxbury Community College
Boston, Massachusetts

Jules Chametzky
Institute for Advanced Study in the Humanities
University of Massachusetts, Amherst, Massachusetts

Meda Chesney-Lind
Youth Development and Research Center
University of Hawaii, Manoa, Honolulu, Hawaii

William Crist
Department of Economics
California State University, Stanislaus, Turlock, California

Carol Gaede
Department of Speech Communications and Theater Arts
Moorhead State University, Moorhead, Minnesota

Tom Shipka
Department of Philosophy
Youngstown State University, Youngstown, Ohio

The address for article submissions and Review Panel nominations is *Thought and Action*, NEA Communications, 1201 16th Street, N.W., Washington, D.C. 20036.

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